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Resources in Education (RIE). Volume 18, Number 1.

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Spons Agency-National Inst. of Education (ED), Washington, DC.
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EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB) systems. Resources are divided into two subsections: medium to high reading level and low reading level. Section 2, Information and Ideas about Vocational Guidance for Students with Disabilities, provides both theoretical and practical resources on assessment, counseling, and placement of individuals with disabilities. Section 3, Information for Counseling Special Populations, provides counseling information for five groups: Hearing Impaired, Learning Disabled, Physically Disabled, Visually Impaired, and Ethnic Minorities and Women. Section 4, More Resource Listings, includes information concerning catalogs of film listings, publications, and bibliographies for additional information. Each listing provides this information: author or source; title; title, issue, and page numbers of periodical or place of publication, publisher, and date; and brief description of content. (YLB) literature reviews, a number of recommendations were made. These recommendations included departmental outreach activities, improvement of course and career literature, and use of female academic staff in order to raise girls' and women's awareness of the worth of science and technology occupations. Other strategies suggested were helping students to shop around for courses, increased attention to mature students, more help for women students in the transition from secondary school to college, and more introductory course content to help young women prepare for technical careers by providing background information which they may lack. (KC)

An ethnographic approach was used so that factors influencing the ABRs' acquisition of these reading strategies could be identified. Using an adapted form of the Goodman and Burke taxonomy of oral reading miscues as initial framework, the investigators described reading behaviors of ABRs who were enrolled in the beginning learning-to-read classes at two adult basic education (ABE) sites in the Richmond, Virginia, metropolitan area. Although the idiosyncratic reading behaviors of ABRs precluded generalization, it was inferred that ABRs who thought of reading as discovering meaning were aware of when they were not gaining meaning; and those who had been exposed to syllabication and could manipulate vowels and syllables tended to make progress. ABRs who thought of reading as word calling, who did not make successive attempts at words, and who had trouble reorganizing visual input tended to make less progress. Implications for instruction include the observations that (1) ABRs who thought their teachers took into account their learning styles tended to stay in programs; (2) that the way a teacher conducts a lesson provides a model for learning; and (3) that students' beliefs about reading, perhaps guided by prior schooling, also influenced ABRs' reading strategies. Further research was suggested in order to establish guidelines for ABR instruction. (KC)

Identifiers-*Quality Indicators; Utah

This observer's guide and checklist contains materials suitable for on-site evaluation of vocational education programs, a preliminary step in identifying quality indicators. It includes a cover sheet for recording program location and descriptive information and a list of procedures for conducting the evaluation. Separate sheets are provided for the rating of each of 18 quality indicators. Descriptions are given of inferior and superior examples of the particular quality indicator. In addition to a rating scale, space is provided for recommended action to close the gap. These quality indicators are included: needs assessment, guidance program, student placement, followup activities, community responsiveness, evaluating pupils, teacher selection, teacher evaluation, inservice growth, building facilities, vocational classrooms, operation and maintenance (of vocational education areas), tools and equipment, objectives, pupil growth, special pupils, curriculum and change, and innovation. (YLB)

ED219593 CE033312

Meatcutting Testbook, Part 2.
California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date 82
Note-83p.; For related documents see ED 203 144-145 and CE 033 313. Prepared under the direction of the Statewide Educational Advisory Committee for the Meatcutting Industry.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Apprenticeships; *Criterion Referenced Tests; *Food Processing Occupations; Job Skills; Mathematics; Meat; *Meat Packing Industry; Multiple Choice Tests; Postsecondary Education; Recordkeeping; Workbooks
Identifiers-California; *Meat Cutters

This document contains objective tests for each topic in the Meatcutting Workbook, Part 2, which is designed for apprenticeship meatcutting programs in California. Each of the 30 tests consists of from 5 to 65 multiple-choice items with most tests containing approximately 10 items. The tests are grouped according to the eight units of the workbook: breaking and cutting meat; jobbing; sausage, cured meats, and convenience foods; mathematics; meat packaging and handling; market operation; safety and sanitation; and workers' legal rights and benefits. (YLB)

ED219615 CE033348

Military Curriculum Materials for Vocational and Technical Education. Materials Testing and Quality Control Soils, 3-28.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date [82]

Note-443p.

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Behavioral Objectives; Course Content; Field Instruction; Group Instruction; Individualized Instruction; Laboratory Procedures; *Learning Activities; Lesson Plans; Postsecondary Education; *Quality Control; *Soil Science; Technical Education; *Units of Study; Vocational Education

Identifiers-Military Curriculum Project

This instructional package on material testing and quality control of soils has been adapted from military curriculum materials for use in technical and vocational education programs. This short course presents basic information on soils as well as exploration, field identification, and laboratory procedures that will enable students completing the course to explore, identify, classify, and stabilize soils. The course contains two units totaling 64 hours of classroom and practical instruction. Unit 1, Introduction and Safety, contains a 1-hour lesson introducing the course and discussing safety procedures. Unit 2, Soils Testing, contains 10 lessons covering 20 hours of classroom and 43 hours of practical instruction. The course materials consist of a single document containing both teacher and student materials. The teacher materials provided include an introduction; outline of instruction; outline of training objectives; lists of texts, references, tools, equipment, materials, training aids and devices, and training equipment; a master schedule; and lesson plans. The lesson plans contain an outline of instruction and activities for the teacher and students. Student materials consist of five information sheets, three job sheets, one sample problem, one practice problem, and eight worksheets. The materials are suitable for both group and individualized instruction. (KC)

*Teacher Supply and Demand; Vocational Education; *Vocational Education Teachers

A national study (the sixteenth annual study of its kind) examined the supply and demand for teachers of vocational agriculture in 1980. To obtain data pertaining to supply and demand for vocational agriculture teachers, researchers mailed questionnaires and follow-up letters and made telephone calls to all institutions preparing teachers in vocational agriculture as well as to the offices of state supervisors in agriculture. Information regarding numbers of graduates qualified and the number of teaching positions available were then tabulated for each state and each institution preparing teachers. The study revealed a turnover rate of 12.5 percent requiring 1,561 teacher replacements for 12,510 positions in 1980. The number of persons qualified to teach agriculture was the lowest in the last 11 years. Thus, a shortage of vocational agricultural teachers continues to exist. However, the shortage occurs in certain areas of the country in an irregular pattern. Recommendations called for increased efforts to recruit students into vocational agricultural education, to reduce teacher turnover, and to make salaries in shortage states competitive with those in surplus areas. (MN)

fraud, door-to-door sales, energy and utilities, financial planning and management, nutrition, funerals and wills, health care, home repair, housing, insurance, investments, real estate, laws, mail order, safety, senior citizens' concerns, small claims courts, training materials, and warranties. Part I is an alphabetical listing of publications by title. Following the title is number of pages, languages in which the publication is available, copyright and ordering information, and name of the authoring agency. Part II is a listing of titles by subject category. Part III lists contributing offices and includes addresses, phone numbers, and a key to each office's publications which are included in the bibliography. (CT)

ED219680 CG016103

Poteat, Barbara W.-S.; Mottern, Jacqueline A.

Alcohol and Aggressive Behaviors: Generational and Organizational Differences in a Campus Community.

Pub Date 26 Mar 82

Note-14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences; *Aggression; Alcoholic Beverages; *Behavior Patterns; *College Faculty; *College Students; Comparative Analysis; *Drinking; Higher Education; Longitudinal Studies; Student Organizations; Student Participation

Many colleges have initiated studies in conjunction with the development of campus alcohol programs, but few go beyond the student body to describe alcohol use by all the individuals on a college campus. All fulltime students, faculty and staff of a small campus community were surveyed to compare generational (students vs. staff) and organizational differences. The two variables clearly divided the subjects in terms of use and behavior. Results showed high consumption and more anti-social behavior among students, and more responsible alcohol use among staff and faculty. Fraternity and sorority members reported higher usage of alcohol and more anti-social behavior than other students. Athletes reported more beer drinking and more driving while drinking. Students active in performing arts were less likely to be high consumers of beer and less likely to drive while drinking. The findings suggest that social variables such as membership expectations and performance requirements may account for the reported differences in alcohol use. (JAC) different categories of themes or motives were discerned from the drawings. Category A depicted violence and external causes of death. The mean age of children in this category was 9.13 years. Category B described what happened to a person after death and often included Christian symbols and ceremonies. The average age of children in Category B was 12.74. Category C focused on the process of dying related to illness and old age. The average age of the children was 16.38. Overall, category differences were significantly related to age-levels. The findings suggest that these qualitative differences are a consequence of norms and values imposed on children from the adult world in order to meet adults' ideas concerning children about death. (Author/JAC)

discussion and interpretation of text content) is used, and if it is not used, what instructional sequences are provided. Reading instruction was observed on three occasions for each of 10 third and 10 fourth grade classrooms. Observers recorded what was taught, how it was taught, what materials were used, how many students were being instructed together, and how much time was spent on each student. Two instructional patterns were identified. Fifteen teachers divided the students by ability into two or three groups and worked with them on different materials for about 15 or 20 minutes. Five teachers worked alternately with the whole class and with individuals on the same texts. From the student's point of view, both patterns produced the same, surprisingly low, number of text-related events. Sequence data revealed that most classroom sessions do not contain complete text-related sequences, perhaps because 75% to 80% of instructional events involved text-unrelated exercises from workbooks or skill sheets that take students' time away from reading and learning to comprehend text materials. Every group of students must have time every day to have introduced, to read, and to discuss a text with a teacher's help. (JL) develop differently in individuals, and that the effective development and use of each of the language skills is dependent upon continued, systematic, and focused instruction in each. Successful instruction in both oral communication and reading will (1) differentiate between basic skills and minimal competencies, (2) focus on processes rather than products, (3) provide explicit communication experiences, (4) provide opportunities to evaluate the effects of the strategies employed in communicating/ reading, and (5) share in the joy of using language. (HTH) use that knowledge to guide book selection and presentation. A research project involved tape recording the responses of first grade students in their story group sessions. In addition to the tape recording of verbal responses, a notebook with a checklist of nonverbal behaviors and space for additional comments was marked after each session. An analysis of the tapes revealed 40 categories that seemed to describe the range of responses that were exhibited. The categories were organized under these broad headings: responses to text, responses to story structure, and specifically directed communication. Additional categories were responses to illustration, nonword responses, the offering of personal knowledge and experience, creative language, stating pleasure or displeasure with the book, responses to title page information, comments about physical features of the book, and supplying "The End." The tally sheet framework further differentiated between those responses that related directly to the author's words in the text. Such a framework can provide some guidelines about what useful information may be gathered by observation in the read aloud setting. (HOD)

ED219790 CS207139

Shaumleffel, Virginia

A Survey of Three Oregon Writing Projects.

Oregon School Study Council, Eugene.

Pub Date Mar 82

Note-53p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00, $3.00 prepaid, discount of 10% for 10 or more copies).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Cooperation; Educational Theories; Higher Education; Inservice Teacher Education; *Program Content; *Program Development; *Program Effectiveness; Program Evaluation; Secondary Education; Staff Development; Teaching Methods; *Writing Instruction; Writing Skills

Identifiers-National Writing Project; *Oregon; *Writing Projects

Three writing projects in the state of Oregon, each of which uses a different approach to the teaching of writing, are described in this report. The first section of the report deals with the Coos County ESD Composition Improvement Project, which focuses on writing as a three-step process involving prewriting, writing, and postwriting. The section provides a brief history of the Project, discusses the development of its skill development kits and details its achievements. The second section concerns the Valley Educational Consortium Writing Project, which concentrates on a goal-based instructional management system that stresses basic writing conventions and modes of discourse. Following a brief history of the Project, the section discusses the instructional materials it has developed, reviews its assessment procedures, and presents its achievements. The final section of the report covers the Oregon Writing Project, which concentrates on staff development. The section discusses the Project's history, philosophy and structure, teaching strategies, influence in Oregon schools, and achievements. (FL)

information on how teachers may test most effectively for listening success using both standardized and teacher-made instruments. Appendixes contain reproducible exercise pages for class sets and annotated references both for further reading and for additional teaching materials. (HTH)

Speaking; Persuasive Discourse; *Second Language Instruction; Speech Communication; Speech Instruction; Speech Skills; Teaching Methods

The articles in this special journal issue discuss specific methods and procedures for use by teachers in developing student competency in the use of English as a second language. Specific topics covered in the 12 articles are (1) teaching the functional usages of language, (2) teaching the persuasive uses of language, (3) developing the interpersonal controlling function of language, (4) the role of feelings in the teaching of English as a second language, (5) training in communicative competence, (6) the informing function in second language instruction, (7) teaching speakers of other languages the art of gathering information, (8) the ritualizing function of communication, (9) experimental methods for teaching the ritualizing function of communication, (10) using speech communication methods to teach the imagining function to speakers of other languages, (11) creative communication methods for teaching the imagining function to speakers of other languages, and (12) communication effectiveness. (FL)

as opposed to social grace communication skills, (4) increase opportunities for lateral communication, and (5) develop the concept of the "communication wardrobe," appropriate skills for different situations. For instance, skimming and listening for saliency, reading a text as an outline, compressing common words, and word games using these techniques can help develop the basic skill of message compression--getting the maximum amount of quality information in the shortest time. (JL)

participants include principals, assistant principals, and one special education director from a low socioeconomic area of Washington, D.C., and a university facilitator. The goals and development activities of the group are determined by its members. The group meets monthly at the schools of its members and has as its goal to provide development activities for its members and to foster a network to reduce isolation and strengthen communication. The program has included workshops and summer institutes on such topics as time management and leadership styles and now uses an organizational development approach in which members analyze the current situation in their schools and how to improve it. The group is currently involved in an Action Research Project to develop a change process to make schools more effective. At the end of the fourth year, members and the facilitator participated in an evaluation of the program. Data were gathered through interviews and written questionnaires. Findings indicated that participants derived satisfaction from the program and its developing network of peer professionals. (Author/JM)

ED219874 EA014925

Walth, Megan; And Others

Computer Literacy: Position Paper and Recommendations.

Spons Agency-North Clackamas School District 12, Milwaukie, Oreg.
Pub Date Jul 82
Note-17p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.
Available from-Not available separately; see EA 014 910.
Document Not Available from EDRS.
Descriptors-*Computer Literacy; *Computer Science Education; Educational Objectives; Educational Planning; Elementary Secondary Education; *Inservice Education; Management Development; Parent School Relationship; Program Implementation; Program Proposals; School Districts, Special Education; Teacher Education
Identifiers-*North Clackamas School District OR

The North Clackamas (Oregon) School District's Instructional Computer Services Advisory Committee presents recommendations in this document concerning the philosophy, goals, and operational components of a program for developing computer literacy among administrators, teachers, students, parents, and other members of the district community. The report defines key concepts relevant to computer literacy and outlines the development of the recommendations. The goals of the program are to provide students with an understanding of computers as aids in problem-solving, an awareness of the effects of computers on the individual and society, and a comprehension of the capabilities and limitations of computers. The plan involves inservice programs to help administrators and teachers both increase their own computer literacy and understand the requirements of an effective program for students. The plan also incorporates programs for special students and educational experiences for parents and others to raise their awareness of school and student needs. Finally, the committee provides recommendations to the district regarding implementation of the plan and makes suggestions about purchasing hardware and software, field testing, using a steering committee and consultants, and establishing a computer specialist's office and a computer use center. (Author/PGD)

developing a certification plan for statewide training in the state. A survey form was developed and sent to 50 administrators and program specialists, 120 teachers and resource specialists, 98 instructional aides, 56 parents, and 29 designated instructional service people. On over 80% of the sample, respondents agreed that aides should be required to have preservice, inservice, and on the job training; planned training programs for aides appeared to be minimal, infrequent, or not publicized; and certification and licensure was not supported by aides. Appendixes, which make up more than half the document, include a paper titled "Paraprofessionals in Special Education--The State of the Art--1979" by A. Pickett; job descriptions; state licensing regulations for Kansas, Texas, Louisiana, and Wisconsin; survey forms; sample letters; and California Title V regulation recommendations. (SW)

ED219915 EC150005

Rowley, Joan E.

The Relationship of Self-Esteem and Learning Disabilities.

Pub Date 18 May 81

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Emotional Problems; Family Influence; *Learning Disabilities; Literature Reviews; Parent Child Relationship; Peer Relationship; *Self Concept; *Self Esteem; Student Teacher Relationship; Teacher Attitudes

Self esteem in the learning disabled (LD) child is considered in terms of family, school, and peer influences. A review of the literature points out that the LD child seems to have a greater need than the normal child for parental support which helps to establish high self esteem. Performance, and not potential, appears to be the more important factor in maintenance of high self esteem in LD children. In the classroom, if a student begins unsuccessfully, the teacher perceives him as such, begins to treat him as unsuccessful, and reinforces his poor self concept. Lack of peer acceptance is significantly related to poor self concept. The child may see his learning disabilities as originating within himself, extending to all performances, and this may result in learned helplessness and depression. (SW)

implemented in three phases. Phase I was a graduate level course for participating teachers which focused on models of language proficiency, and language proficiency in the bilingual classroom and community. Phase II consisted of the development of field techniques and a teacher observation instrument (TOS). Central to this instrument is a consideration of the social contexts used to describe students' language behavior. Phase III consisted of several stages: identification of issues for field testing of the TOS, more formal training for teachers in microethnographic/sociolinguistic field methods, and development of criteria for analyzing TOS field test results. Finally, the limitations and significance of the teacher training program are described in order to provide evaluative information regarding the ethnographic/sociolinguistic approach to language proficiency assessment. (AMH)

ED219958 FL013153

Planning and Implementing Cross-Cultural Orientation Programs for Refugees.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date 82
Grant-96-P-10002-3-01
Note-112p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Acculturation; Class Activities; *Cross Cultural Training; Lesson Plans; Limited English Speaking; *Orientation Materials; Program Guides; *Refugees; Resources

Refugees need assistance in acquiring the information and skills needed to survive and to adapt in their new culture. A comprehensive and varied orientation program is one of the most effective ways to provide refugees assistance in working through the emotional and psychological aspects of adjustment to their new environment. This guide discusses ways to provide the type of orientation refugees need, extending from highly organized efforts to less formal approaches. It considers the meaning of orientation and ways of determining the type of program or approach that is appropriate to different situations. It then discusses how to set up the program and determine if the program is working. Finally, the guide suggests activities and techniques and provides information on other resources both refugees and helpers can turn to. Each of the sections is illustrated by specific examples of lesson plans, forms, sample curriculum outlines, and detailed explanations of activities. At the end of the guide is a series of sample lessons on American family attitudes, food and nutrition, and attitudes toward work. These lessons are intended to integrate all that has been discussed in the preceding parts of the guide. (Author/AMH) working papers and hiring procedures is given, as well as suggestions for making the training process easier. The employer/employee relationship is discussed and possible areas of misunderstanding are noted. For more information and assistance, lists of the regional directors of the Office of Refugee Resettlement and of the national voluntary agencies are appended. (EKN)

Education; *Second Language Instruction; *Spanish; Teaching Guides
Identifiers-*Inca (Tribe); *Peru

One of the units developed as part of the "Around the World" exploratory language program in South Carolina, this unit on Peru aims to develop in students an awareness of Peruvian culture through experiential language and cultural activities. The unit guide has six components: (1) a list of resource books, special interest areas, and films; (2) suggestions on room decor, which include instructions on signs and symbols, names for students, and instructions for making a poncho; (3) the Spanish language section, which includes useful, culturally connected phrases, the video-tape script, and dialogue expansion techniques and cultural notes; (4) historical and cultural information on Peru in the form of an introductory essay and a discussion of the Incas; (5) cultural components, including an explanation of and activities on the "Quipu," an early accounting system, Peruvian music and food, Inca crafts, "la Fiesta de los Toros," the bullfight, and waving a cape; and (6) the affective components, including suggestions on sports and bullfighting, the father's role in the culture, and the socially acceptable career. (AMH)

Student Interests; Student Needs
Identifiers-*Michigan State University

The critical relationship between students and their programs of study that affects student retention is examined. Current views of retention are reviewed, and the nature of retention studies that have been conducted during the last decade is analyzed. It is suggested that studies of persistence be conducted with the following possibilities in mind: the individual is in an inappropriate program in part perhaps because the institution does not provide adequate assistance in or opportunity for program selection; or the program is unattractive, ineffective, or overspecialized for many prospective students. Attention is directed to initial major or program selection, changing majors, options available to a student in initial program selection or in making a program change, and the case of transfer students. A method of analyzing major or program changes at the levels of department or program, division or college, and institution is illustrated. The persistence data at Michigan State University and a second unidentified university are examined as illustration. Issues to be included in the study of persistence include: the group of students to be considered, the focus of the study (e.g., degree attainment or other educational goals); and the types of action that may be taken as the result of findings. Factors involved in student persistence include interests of students in programs, the nature and amount of work required by a program, faculty-student rapport, and the size of the program. Recommendations for increasing persistence are included. Appended materials include questions about retention studies, information from the University of Illinois Handbook, and a bibliography. (SW)

ED220012 HE015371

Principles for Practical Training Experiences for Foreign Students.
National Association for Foreign Student Affairs, Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.
Pub Date 82
Note-11p.
Available from-National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 (1 copy, $1.00; 5 copies, $2.50; 10 copies, $4.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Assistantships; *College Students; *Developing Nations; Educational Objectives; *Experiential Learning; *Field Experience Programs; Foreign Student Advisers; *Foreign Students; Higher Education; International Educational Exchange; *Internship Programs; Observation; Program Design; Student Employment; Training Objectives

Principles for the design and implementation of practical training experiences for foreign students from developing countries enrolled in formal degree programs at U.S. colleges and universities are outlined. Practical training allows student-trainees to experience the application of classroom knowledge in order to strengthen their contribution to development in their home countries. Three modes of practical training were identified: supervised observation, internship, and salaried employment. In addition, several sectors of the educational community with special interest in foreign students from developing countries and key development fields were surveyed to determine their perspectives of the optimal characteristics of practical training. Their responses were presented to representatives of both the private and public sectors in the United States and in developing countries for comment and reaction. Consultants from the field of experiential education drafted preliminary principles for practical training, and these were reviewed by professionals in business, government, home country development, and education. The principles were revised on the basis of this review and are presented in their final form. In addition to stating objectives of practical training, principles for structuring practical training experiences are presented in regard to: commitment, planning, funding, locus of responsibility, training agreement, scheduling, length and duration, academic considerations, and evaluation. Operational guidelines are presented concerning: placement, supervision, relevance, communication, orientation, and compensation. Responsibilities of the following persons are also outlined: trainee, trainer, institutional coordinator, faculty monitor, sponsor, foreign student adviser, academic dean, and international program administrator. (SW)

Identifiers-*AIR Forum; Statistical Analysis System; *University of Colorado Boulder

The purpose, audience, methodology, and statistics of classroom utilization reports used at the University of Colorado, Boulder, are examined with a view toward an evolving report on a schedule of classes. Utilization reports from the past decade are examined in terms of information attributes discussed by Kleijnen (1980). A computer-generated report is described that emphasizes the use of bar charts, plots, box plots, coded tables, and other semi-graphic displays. End-user computer programming languages such as SAS (Statistical Analysis System) make it possible to use the information that went into classroom utilization reports for current purposes. A change in purpose of a classroom utilization report raises issues of timing, accuracy, and scope, while a change in the audience raises questions of timeliness, report mode, aggregation, confidentiality, and scope. Attention is focused on the needs of middle management, which require reports that are germane to the issues of the day but are also timely. Changes in the reporting methodology raise issues in regard to timeliness, accuracy, and flexibility. For planning it is important to have the flexibility to answer new questions, and flexibility depends on the level of the language used for the report. The new report on the schedule of classes developed at the University of Colorado focuses on data quality in three ways: by listing data that is likely to be erroneous (e.g., an arranged course with 30 students enrolled); by using robust statistical methods and displays (e.g., reporting the medians and by using box plots); and by supporting summaries with detail that makes the report auditable. A page from the spring 1982 schedule of classes report and an adaptation of Tukey's stem-and-leaf display, along with a bibliography, are appended. (SW)

Descriptors-Academic Achievement; College Credits; *College Libraries; *College Students; Foreign Students; Grade Point Average; Higher Education; Institutional Research; Intellectual Disciplines; *Library Circulation; Library Surveys; Majors (Students); Minority Groups; *Student Characteristics; Urban Universities; *Use Studies
Identifiers-*AIR Forum; *Library Users

The relationship between student library use and selected student characteristics, including fields of study, academic achievement, and progress toward a degree was investigated at a large, urban, nonresidential university with a full-time-equivalent student population of 15,000. Findings include the following: students with higher grade point averages and higher grades for the quarter have much greater likelihood for library use; the most consistently strong indicator of measured library use was the number of hours enrolled in a student's first quarter; graduate students exhibited the greatest degree of measured use; those attending under student visas had high levels of measured use; minority students, especially females, had substantially higher book checkout activity; students in courses with higher average grade point averages for enrolled students had considerably more measured library use; those majoring in the business fields or education exhibited much less use, but these students are known to make extensive use of periodicals; and enrollment in English, history, and political science was associated with higher levels of measured use. Implications of the findings include the following: it is unclear whether better students check out more books or whether more intense book checkout activity makes better students; evidence was found that library use is dependent upon the amount of free time available to a student; the higher levels of measured library use by foreign and minority students may result from less resources to purchase books, fewer community book resources, and/or a tendency to live closer to the library. (SW)

ED219516 CE033062

Hillison, John; Taylor, Walter

A Survey to Determine the Feasibility of Merging Southern Agricultural Education Professional Conferences.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.

Pub Date 82

Note-48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; Attitude Measures; *Conferences; *Educational Research; *Feasibility Studies; Graduate Students; *Mergers; State Supervisors; Student Attitudes; Surveys; Teacher Attitudes; Teacher Educators

Identifiers-*Southern Agricultural Education Conference; *Southern Research Conference in Agricultural Educ

A study was conducted to determine the support of southern agricultural education state supervisors, teacher educators, and graduate students for a merger of the Southern Agricultural Education Conference and the Southern Research Conference in Agricultural Education. A three-part instrument was developed that obtained descriptive information about respondents, attitudinal and descriptive information about the merging of the two conferences, and information about respondents' perceived advantages and disadvantages of a merged conference concept. Instruments were returned by 132 subjects. Findings indicated that respondents supported the concept of merging both regional conferences and were more likely to attend a merged conference. They supported a 4-day merged conference held in the spring at a university campus. At the merged conference, almost equal support was shown for integrating the research portion into the regular conference and for a conference with a separate research portion. Respondents also indicated a belief that graduate students and supervisors should be encouraged to attend the conference. (Sixteen data tables are provided within the body of the report. The instrument and cover letters are appended.) (YLB)

ED219535 CE033163

Dean, K. J.

Microelectronics in F. E.: Some Personal Perceptions. An Occasional Paper.

Further Education Curriculum Review and Development Unit, London (England).

Report No-ISBN-0-85522-097-X

Pub Date Oct 81

Note-119p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Basic Skills; *Computer Science; Curriculum Development; Educational Needs; *Educational Trends; *Futures (of Society); Higher Education; Job Skills; Technical Education; *Technological Advancement; Technology

Identifiers-Great Britain; *Microelectronics

The recent microelectronics developments are having, and will continue to have, a sharp impact on various industries in Great Britain, and thus on the capacity of the Further Education System to produce qualified graduates. To maintain a high quality of education, instructors must learn of these new developments and teach them to their vocational students, who generally will require more skills to cope with changing jobs and technologies. Technology-based students need to widen their range of skills to include computer-based techniques in engineering, business and management, stores, hotels, and restaurants, public service utilities, trade unions and professional associations, and education and accrediting agencies. Universally, employers are calling for improved basic skills, such as use of good English and good mathematical skills; the ability to communicate and translate data to and from consumers; the establishment of productive work values; the ability to work effectively with others; and, a knowledge of the basic structure of industry and commerce. The need exists to bring closer together technical and basic skills, which the Further Education Programs are currently planning to accomplish. (KC)

ED219573 CE033278

Vocational and Career Guidance. The Key to Unlock the Future. A Model for Vocational and Career Guidance for Washington County School District. Manual for Implementation for Grades One through Twelve.
Washington County School District, St. George, UT.
Spons Agency-Utah State Board for Vocational Education, Salt Lake City.
Pub Date [82]
Note-58p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives; Career Awareness; *Career Choice; Career Development; *Career Education; *Career Guidance; Curriculum; *Decision Making Skills; *Educational Objectives; Elementary Secondary Education; Learning Activities; *Models; Program Development; Program Implementation; Vocational Education
Identifiers-Washington County School District UT

This document contains a model for vocational career education and career guidance for grades 1-12, based on a program developed in the Washington County School District (Utah). The model is based upon the premise that major educational and vocational goals have been identified over the years by many state departments of education and local school districts. Ten goals were identified as the basis for the eight goals of the model. The goal that is the comprehensive base of the model is developing decision-making skills that will lead to making informed career choices. Specific goals in the model are self-awareness leading to self-identity; career awareness leading to career identity; appreciation and attitudes leading to self- and social fulfillment; educational awareness leading to educational identity; economic awareness leading to economic understanding; skill awareness and competencies leading to employment skills; and employability skills leading to vocational/career placement. For each of these goals, the model contains sub-goals related to the elementary (awareness), middle school (exploration), and secondary (specialization) levels. The model also provides suggested guidance activities for each grade level, along with suggestions for implementing the model in a school system. (KC)

ED219657 CG016080

Thomas, Sandra P.; And Others

The Development of a Naturalistic Self-Management Inventory.

Pub Date Mar 82

Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences; *Behavior Modification; Behavior Patterns; College Students; Field Tests; Higher Education; *Individual Characteristics; *Personality Measures; *Self Concept; Sex Differences; *Test Construction; Test Reliability; Test Validity

Identifiers-*Self Description Form; *Self Management

The most common approach to self-management research has been to apply it to a specific target behavior, without attending to the generalizability of changes to other facets of one's life. A procedure for measuring self-management effectiveness under real world conditions was developed which emphasized the successful application of self-change procedures. The Self-Description Form (SDF) was field-tested on a sample of four groups of college students (N=214). Results indicated that normative self-management scores increased as level of education increased. Females had higher self-management scores than males except on the leisure scale. The reliability of the self-description scale was confirmed although validity efforts are still in the preliminary stages of analysis. When fully developed, the form may be useful in evaluating counseling and educational programs and in predicting an individual's future effectiveness in leisure, health, social and work activities. Several tables and figures are provided to illustrate SDF reliability and validity. (JAC)

ED219705 CG016129

Smith, H. Dan

Using the 16 PF and a Personality Self-Rating Instrument to Assess Differences between Declared and Undeclared University Sophomores.

Pub Date Mar 81

Note-23p.; Paper presented at the Joint Annual Conference of the International 16 PF (1st) and the Cal Poly Career-Vocational Association (2nd), (San Luis Obispo, CA, March 5-6, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cohort Analysis; *College Students; Comparative Analysis; Higher Education; *Majors (Students); *Nonmajors; *Personality Assessment; *Personality Traits; Self Evaluation (Individuals); *Student Characteristics

Previous research dealing with educational and vocational choices of college students has resulted in contradictory theories about why some students remain undecided. To determine if self-reported personality characteristics, when studied in conjunction with tested characteristics, increased the ability to discriminate between academic populations, 50 university sophomores who had declared a major were compared with 50 undecided sophomores. The declared sophomore was identified as more venturesome, conservative, self-assured and intelligent; their self-ratings indicated more sober, self-sufficient, intelligent, venturesome and practical tendencies. Undeclared students appeared to be more timid, experimenting, and less intelligent; their self-ratings yielded responses of being happy-go-lucky, less intelligent, timid, imaginative, and tense. The findings suggest that the general theme of the student profiles indicates that undeclared students have less positive feelings about themselves. (Author/JAC)

ED219747 CS006788

Hoffman, Steve

Outlining as a Process-Oriented Group Task in the Reading Classroom.

Pub Date [81]

Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills; *Group Activities; Higher Education; *Reading Instruction; *Reading Skills

Identifiers-*Outlining

When outlining is used as a task to focus discussion of a reading selection in small collaborative learning groups, it helps students to map out a sequence of ideas on a trial basis, takes the pressure off students to come up with a "right answer," and gives them a feel for the process by which meaning gradually develops and unfolds. This outlining technique was developed in an experimental block program for basic skills students at Lehman College in New York. In the program, the students took the same four courses together. A process-oriented writing class inspired this use of outlining in a reading class as a way to help overcome the basic skills student's characteristic failure to get an overview of the whole text. Externalizing the reading process through a series of outlining exercises increased the students' confidence and facilitated their ability to transform their reading to personal outline, to group discussion outline, and to freewriting. (JL)

ED219768 CS207099

Rubin, Janet

Fostering Communication Skills in Young Learners through Creative Dramatics.

Pub Date [77]

Note-8p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication Skills; Creative Activities; *Creative Dramatics; *Dramatic Play; Early Childhood Education; *Language Skills; *Learning Activities; Oral Language; Pantomime; Teaching Methods

Creative dramatics can be used to teach young children a variety of communication skills. Noisy stories help children to learn and make sounds and later can be used for dramatization purposes. Narrative pantomimes can teach children word order, sensory awareness, and nonverbal communication. Phrases, pictures, and props help stimulate imagination, empathic response, and involvement. Open-ended stories provide students with an opportunity to create their own stories, orally or in writing. Story dramatization, the center of creative dramatics, sharpens listening skills, increases attention span, improves sequential understanding, and allows practice in recall and organization. (JL)

ED219812 CS503880

Van Lear, C. Arthur, Jr.; O'Donnell-Trujillo, Nick

Beyond Initial Interaction: A Developmental Study of the Acquainting Process.

Pub Date Feb 82

Note-44p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research; *Behavior Development; *Communication Research; Higher Education; *Interaction; *Interaction Process Analysis; Interpersonal Attraction; Interpersonal Communication; *Interpersonal Relationship; Models

Identifiers-Acquainting Process; Trust

A 5-week study was conducted to examine the acquainting process--changes that occur as a relationship between two strangers develops. Fifty subjects were paired in same sex dyads and were asked to talk to one another once a week for half-hour periods. The unstructured conversations were tape-recorded and questionnaires were administered to the subjects in separate rooms immediately following each interaction. The questionnaire measured the variables of uncertainty, affective reactions, trust, forecasting (future-oriented assessments of the relationship by individuals), and attraction. Five repeated-measures trend analyses were employed to test for changes in the individiual variables over time. The results indicated that uncertainty decreased over time, both trust and attraction increased over time, and forecasting and affective reactions became more positive over time. The results yielded preliminary support for distinct phases of acquainting as follows: (1) uncertainty, (2) exploratory effect, (3) interpersonal growth, and (4) interpersonal stability. (Tables of analyses results and figures illustrating the acquainting path are appended.) (HTH)

ED219833 CS503928

Wagschal, Harry

Redefining Literacy for the 21st Century.

Pub Date Jul 82

Note-13p.; Paper presented at the Meeting of the World Future Society Conference (Washington, DC, July 18-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Futures (of Society); Higher Education; *Literacy; *Mass Media Effects; *Social Change; *Social Theories; Teaching Methods; Technological Advancement

Identifiers-McLuhan (Marshall)

Each of the four distinct ideological positions concerning the literacy problem is deficient. "Technological utopianism," the position arguing that traditional literacy standards are obsolete in the world of mass media, not only presents major conceptual and research difficulties but also suffers from the fact that its proponents, most of whom claim to follow Marshall McLuhan, do not understand his work. The Neo-Marxist position that mass media is a highly conservative force that "industrializes" the mind is inaccurate. Proponents of the back to basics movement are often entrenched academics who have something to gain from such a change. The genetic nature-nurture argument is clouded in highly emotional and controversial terms. A redefinition of literacy should take into account the fact that students are already accustomed to receiving certain types of information from certain sources (such as television) and should also address itself to the affective side of students' lives. New forms of pedagogical organization and tools might be imperative if educators are to transmit the literacy skills students need for living in a mass communications age. (JL)

ED219855 EA014886

Pearce, Jonathan

Influence of Education Journals on the Classroom Practice of California Public High School Department Heads.

Pub Date Oct 81

Note-260p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Classroom Techniques; *Department Heads; High Schools; *Instructional Innovation; Interprofessional Relationship; *Periodicals; Professional Associations; Questionnaires; Reading Ability; State Surveys; Tables (Data)

Identifiers-*California

To discover whether professional journals stimulate changes in classroom practices among California public high school department heads, the author reviewed the literature and conducted a questionnaire survey of a stratified random sample of department heads in English, mathematics, physical education, science, and social science. The 549 respondents (43 percent of the sample) supplied data on their school's size, urban or rural location, and enrollment trends and on their own academic field, experience as head, responsibilities, innovativeness, initiation of change, reading ability, and reasons for reading or not reading journals. Analysis of both the main sample and two smaller comparative samples, using crosstabulations and analysis of variance, indicated that journals have only a modest influence on the heads' classroom practices, chiefly on curriculum and teaching techniques and mostly in science. Department heads, the data showed, read mostly journals in their own field and use discussions to share information with colleagues. Those most influenced by journals are recent department heads who are members of professional organizations and who perceive themselves as innovative and as good readers. Extensive appendices provide copies of the questionnaire, various cover letters, and lists of journals read and organizations joined. (Author/RW)

ED219894 EC143173

Terry, Pamela R.

Assessing Teacher Skill in the Detection and Description of Reading Miscues before and after Training Using the Hypothesis/Test Reading Modules.

Pub Date Apr 82

Note-25p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-A1).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Diagnostic Teaching; *Disabilities; Elementary Secondary Education; Evaluation Methods; *Miscue Analysis; *Reading Diagnosis; *Teaching Skills

Identifiers-*Hypothesis Test Reading Modules

A series of field tests run over a 2 year period assessed the ability of 125 special education and regular teachers (5 inservice and 1 preservice group) to detect and accurately describe basic attributes of reading miscues before and after training using the Hypothesis/Test Reading Modules. A surprising outcome was the virtual lack of spontaneous teacher mention of meaning, syntactic or auditory/visual attributes when describing/identifying miscues prior to training. Instead, teachers used only gross distinctions, such as omission, insertion, and substitution categories; and failed to describe the more detailed attributes that could provide them with indications of their students' use or disuse of major reading strategies. As expected, the correct identification of attributes associated with these Hypothesis/Test miscue distinctions significantly increase following a Hypothesis/Test Training intervention. Teachers also made gains following training in the detection of reading miscues as well as their identification of such obvious miscues as omissions and insertions, although, unlike the increases in Hypothesis/Test distinctions, test-retest effects contributed to these gains. Teachers consistently rated the Hypothesis/Test Module training program in the highest scale interval when describing its usefulness, relevance, and 10 other descriptors. The study pointed out both the need for teacher training in miscue analysis and the ease and effectiveness of the self instructional Hypothesis/Test Reading Modules in providing such training to a variety of inservice and preservice teachers. Tables with statistical data are included. (Author)

ED219937 FL013071

Fiake, Sandra

Commanding English: A Communications Skills Program Offered to Southeast Asian and Other Non-Native Speakers of English, 1980-81.

Minnesota Univ., Minneapolis. General Coll.
Pub Date 82
Note-38p.; In General College Reports, Vol. 1, No. 1, 1982. For related document, see ED 186 938.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Second Language Programs; *Communicative Competence (Languages); *Course Descriptions; Curriculum Development; *English (Second Language); Group Dynamics; Higher Education; Reading Instruction; Speech Communication; Writing (Composition)

"Commanding English," a three-quarter program of communication skills courses presented in an integrated whole, is described in this booklet. The program's general purpose is to assist students whose native language is not English to develop fluency in oral and written English. A brief description of each course offered at General College, University of Minnesota, is provided. The first semester courses deal with the following: vocabulary improvement; improving reading, comprehension, and study skills; improving spelling and punctuation; writing grammatical sentences and organizing paragraphs; and interpersonal communication. The various options offered the students who completed these courses are discussed and a description of the other courses in the following semester is given. These courses were on vocabulary improvement; reading comprehension and study skills; spelling, punctuation, writing sentences and paragraphs; and oral communication. The second year courses are also described. These courses were on group process and leadership; usage and style; a writing laboratory; and independent study courses. The report concludes with a description of the course offerings as they were modified in a subsequent semester and a discussion of the curriculum development and outcomes. (AMH)

ED219553 CE033251

Levitan, Sar A., Ed.; Mangum, Garth L., Ed.

The T in CETA. Local and National Perspectives.

National Council on Employment Policy, Washington, DC.; Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No-ISBN-0-911558-93-4

Pub Date 81

Note-434p.

Available from-W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, MI 49007 ($16.95, hardcover, $12.95, paper; quantity discounts available).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Skills; Case Studies; Change Strategies; Decentralization; Educational Legislation; *Employment Potential; *Employment Programs; English (Second Language); *Federal Legislation; Job Search Methods; *Job Skills; *Job Training; Longitudinal Studies; National Surveys; Program Administration; Program Design; Program Development; *Program Effectiveness; Program Implementation; Public Policy; School Districts; Skill Development

Identifiers-*Comprehensive Employment and Training Act; Prime Sponsors

A summary of an in-depth study of the training component of the Comprehensive Employment and Training Act (CETA), this volume consists of a series of findings and recommendations emerging from a national survey of 476 CETA prime sponsors. It provides a comprehensive review of CETA training based on the analysis of longitudinal data on the quality, effectiveness, and management of CETA occupational skill training as well as on complements to employability development such as basic education, English as a second language, and training for job search. Detailed summaries of 11 prime sponsors are also given. Included among the individual case studies are the following: "Baltimore, Maryland: the Rewards of Sound Management and Planning," by Gregory Wurzburg; "Dallas, Texas: The Burdens of Prosperity," by Robert McPherson; "Indianapolis, Indiana: Recovering from Troubles," by E. Earl Wright; "Montgomery County, Maryland: A Born-Again Prime Sponsor," by Marion W. Pines; "North Carolina Balance-of-State: Decentralization and Discontinuity," by Edward F. Dement; "Penobscot, Maine: Orientation for Change and Growth," by Andrew M. Sum and Paul E. Harrington; "San Francisco, California: The Politics of Race and Sex," by Garth L. Mangum; and "Worcester, Massachusetts: Decentralization in a Tight Labor Market," by Morris A. Horowitz and Joanne Loscalzo. (MN)

ED219594 CE033313

Meatcutting Workbook, Part 2.
California State Dept. of Education, Sacramento. Bureau of Publications.
Pub Date 82
Note-146p.; For related documents see ED 203 144-145 and CE 033 312. Prepared under the direction of the Statewide Educational Advisory Committee for the Meatcutting Industry.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($7.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Apprenticeships; *Food Processing Occupations; Fringe Benefits; Instructional Materials; Job Skills; Learning Modules; *Marketing; Mathematics; *Meat Packing Industry; Postsecondary Education; Recordkeeping; Safety; Sanitation; Study Guides; Workbooks
Identifiers-California; *Meat Cutters

This document is a workbook for apprentices learning the meatcutting trade in California. It is divided into eight units covering the following areas: breaking and cutting meat; jobbing; sausage, cured meats, and convenience foods; mathematics; meat packaging and handling; market operation; safety and sanitation; and workers' legal rights and benefits. A unit contains 3 to 8 topics with a total of 38 topics included. Each topic provides an introductory question section covering the material to be learned in the lesson, informative material, study assignment, and a study guide. A list of recommended instructional materials and a glossary complete the workbook. (YLB)

ED219635 CE033423

Branscum, Shelba Y.

Training Programs for Nontraditional Jobs for Older Adults. Final Report.

Southeast Missouri State Univ., Cape Girardeau.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date 30 Jun 82

Note-17p.; For related documents see ED 205 771 and CE 033 483.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Day Care; Adult Education; Appliance Repair; Cooks; Employment Opportunities; Food Service; Job Placement; Job Training; Middle Aged Adults; *Older Adults; *Part Time Employment; *Program Development; Program Implementation; Retirement; *Service Occupations; Service Workers; *Volunteer Training

Identifiers-*Work Again Project

A project proposed to organize and teach a series of training programs on nontraditional jobs for adults over age 55. Nontraditional was defined as any work situation other than full-time, historically-typical jobs in a community. Project staff developed four training classes in small appliance repair, plant care, mother's care, food preparation and three workshops in eldersitting, house sitting, and demonstration techniques. Eighteen different non-fee sessions were offered between October 1981 and May 1982. Of the 113 people enrolled in the sessions, 51 were placed into or found jobs relating to the training programs.

(Appendixes include a project procedure outline, course objectives with outlines for training courses, and topic outlines for the workshops.) (YLB)

ED219727 CS006760

Nafziger, Margo Eileen
Involving Parents in Reading Instruction.
Pub Date Jun 82
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies; Beginning Reading; Early Reading; Elementary Education; Literature Reviews; *Parent Participation; *Parent Role; *Parent School Relationship; *Reading Instruction; Reading Readiness; *Reading Research; *Teacher Role

Presented is an annotated bibliography that is helpful to teachers and administrators who are attempting to involve parents in the reading instruction of their school-aged children. Sources cited refer primarily to the involvement of parents from a middle socioeconomic level. Items in the first part of the bibliography deal with research concerning the effects of parental involvement and the home environment on reading achievement. The second part of the bibliography contains annotations of articles that provide ideas for the direct involvement of parents in the classroom and the school, while the third part contains annotations of articles that suggest ways parents can work at home with their children. Some of the articles cited are intended specifically for parents, while others are helpful to teachers and administrators developing workshops and inservice training programs for parents concerned with helping children learn to read. The summary and conclusion sections of the bibliography highlight the findings, conclusions, and recommendations found in the various articles. (HOD)

ED219916 EC150006

Jansson, Karin, Ed.

Sign Language and the Learning of Swedish by Deaf Children (Project TSD).

Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
Pub Date Mar 82
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Deafness; Foreign Countries; *Language Acquisition; *Linguistics; Parent Role; Preschool Education; *Sign Language; *Swedish; Written Language
Identifiers-Sweden

A project in Sweden focuses on the early linguistic development of preschool deaf children in families where the parents are also deaf. The School for the Deaf in Sweden is involved with describing the Swedish language as it appears to a deaf learner, a description to be used as a basis for teacher training and inservice in the teaching of the deaf. Swedish taught to the deaf should be imparted in sign language with the written mode as a complement to the "spoken" mode of sign language. There is a need for a written Swedish as an independent system since the available descriptions of Swedish (upon which the deaf rely) treat written Swedish as an (imperfect) representation of spoken Swedish. (SW)

ED219980 FL013201

Brod, Richard I.

Survey of Foreign Language Course Registrations in U.S. Colleges and Universities, Fall 1980. Final Report.

Modern Language Association of America, New York, N.Y.
Spons Agency-Office of International Education (ED), Washington, DC.
Pub Date Jul 82
Grant-G008001736
Note-84p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Enrollment Trends; Higher Education; *Language Enrollment; National Surveys; *Second Language Instruction; *Second Languages; Two Year Colleges; *Uncommonly Taught Languages; Universities

All 2-year and 4-year colleges and universities in the United States were surveyed regarding registrations in foreign language courses. A total of 2,633 institutions responded, of which 2,341 reported enrollments in one or more foreign languages. In addition, a representative sample of 207 institutions and 286 foreign language departments were surveyed regarding the distribution of language course enrollments according to course level. Overall, registrations declined in ancient Greek and Russian, and Spanish continued to be the most commonly taught language. Twenty tables present full survey data by state or region for the seven most commonly taught languages and comparative data from 4 previous years. Additional tables report course level data from the subsample. (RW)

ED219997 HE015293

Harris, Sydney J.

The Pursuit of Excellence. Honors Day Address, The University of Toledo.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date 20 May 81

Note-25p.

Available from-John H. Russel Center for the Study of Higher Education, The University of Toledo, Toledo, OH 43606.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development; Creative Development; Educational Benefits; *Educational Quality; Fine Arts; Higher Education; *Humanism; Individual Development; Moral Development; *Moral Values; Professional Development; *Self Actualization; *Skill Development; Social Development; Student Development; Talent Development

Identifiers-*Excellence

The concept of excellence is explored in relation to various dimensions. Since the time of ancient Greece, there has been difficulty in defining "the Good," or the nature of human excellence. It is suggested that "the Good" of which excellence is an important part is a fundemental concept of the human personality, and that fundamental concepts cannot be defined. However, it is possible to recognize human excellence in a number of dimensions: physical, mental, moral, and social. It proposed that despite these philosophical problems, there is a need for proper understanding of how human beings can acquire and develop excellence. There are basically four qualities that comprise excellence--efficiency, persistence, courage, and dexterity--in different degrees and combinations. According to Shakespeare, humans have two powers that distinguish them from animals: the power to learn and the power to choose. This is why education and training are important. Human excellence, as distinct from animal excellence, takes basically four forms: excellence in performing, which is physical; excellence in making or creating, which is craftsmanship or art; excellence in thinking or devising, which is mental or intellectual; and excellence in character and social integration, which is moral. Attention is directed to the following concerns: professional pride and a sense of craftsmanship in one's job; excellence in the arts; national life or public affairs; and excellence in the educational system. Humanistic education is the activity of considering the most significant questions and that promotes growth, change, inquiry, and calls for critical thinking and independent judgment. (SW)

ED219497 CE031712

Black, Matthew

An Analysis of Youth Job Search and Geographic Mobility.

Mathematica Policy Research, Princeton, N.J.
Spons Agency-National Center for Education Statistics (ED), Washington, DC.
Report No-NCES-82-215
Pub Date Jun 80
Contract No-300-78-0549
Note-254p.; Best copy available.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adults; Education Work Relationship; Employment Opportunities; *High School Graduates; *Job Search Methods; Labor Market; *Migration; *Migration Patterns; *Occupational Mobility; Rural to Urban Migration; *Socioeconomic Influences; Unemployment; Wages; Youth
Identifiers-National Longitudinal Study High School Class 1972

A study was conducted to determine the process by which recent high school graduates enter the labor market, seek and find jobs, migrate from one type of location to another, and the extent to which they are able to further their career objectives via job and location mobility. In addition, the role of the education system in the school-to-work transition was examined. Data for the study were drawn from the National Longitudinal Study of the High School Class of 1972, integrated with 1970 Census data. Results inferred from this data include the following: (1) the probability of migration is positively influenced by knowledge of labor market factors, lower socioeconomic background, fewer number of years in residence at high school location, verbal and mathematical aptitude, and marriage for females; (2) migration is not affected by race, sex, or rural residence; (3) migration enhances the employment prospects for persons initially without jobs, especially students; (4) postsecondary education favorably influences employment changes and wages; (5) the graduates used mostly informal methods to seek employment, such as friends and direct application to firms; however, using employment agencies, school placement agencies and union registration is more likely to result in finding a job. The study implies that geographic mobility can be viewed as a productive undertaking for promoting upward mobility once a young person has successfully entered the labor force and gained employment.(KC)

ED219616 CE033349

Gerstein, Martin; Papen-Daniel, Michele

Understanding Adulthood. A Review and Analysis of the Works of Three Leading Authorities on the Stages and Crises in Adult Development. California Personnel and Guidance Association Monograph Number 15.

California Personnel and Guidance Association, Fullerton.

Pub Date Jan 81

Note-38p.

Available from-California Personnel and Guidance Association, 654 East Commonwealth Ave., Fullerton, CA 92631. (Members, $3.45; Non-Members, $4.51).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Development; Adults; Aging (Individuals); *Developmental Stages; *Developmental Tasks; Emotional Development; Females; Individual Development; Longitudinal Studies; Males; *Midlife Transitions; *Role Theory

Identifiers-Erikson (Erik); *Levinson (Daniel); *Sheehy (Gail)

Adult development theorists believe that the changes that occur during the adult years are predictable and age linked. Their theories explain how change is resolved by the majority of the adult population. Three persons whose research has been influential in the field of adult development during the 1970s are Erik Erikson, Daniel Levinson, and Gail Sheehy. Erikson uses both physiological and societal considerations in charting eight life stages. According to him, each life stage unfolds in sequence; each is triggered by a turning point of increased personal vulnerability and potentiality; and each confronts the individual with central issues demanding resolution. Levinson and his associates have built upon some of the earlier research about life stages and special life stage tasks by studying men aged 18 to 47 and following them for a period of time. They conclude that men develop by periods, and each period engages adults in special tasks that they must master in order to negotiate successfully the tasks of the next period. Gail Sheehy researched the life stories of 115 middle-class Americans aged 18 to 55 to trace inner changes in her subjects, compare the developmental patterns of men and women, and examine the predictable crises for couples. Two other constructs that are critical to an understanding of adult development are role socialization and the midlife crisis or midlife transition. Together, these theories and constructs describe the facets of the adult life cycle. (KC)

ED219681 CG016104

Morrison, Peter A.; And Others
Teenage Parenthood: A Review of Risks and Consequences.
Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-Rand-N-1714-NIE
Pub Date Jul 81
Contract No-400-78-0064
Note-48p.
Available from-Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abortions; *Contraception; Dropout Prevention; *Early Parenthood; *Educational Attainment; *Etiology; Literature Reviews; Parent Role; Peer Influence; *Pregnant Students; Psychological Needs; Secondary Education; *Sexuality; Social Science Research; State of the Art Reviews
Identifiers-*Premarital Sex

The nature of adolescent sexuality, pregnancy and childbearing is undergoing important transformations that have made early parenthood more visible and problematic. A review of the literature confirms that adolescent pregnancy is far from a random event. Research indicates differences, often substantial, among those who have sex or abstain and their responses to pregnancy. There is strong evidence that those who avoid pregnancy during adolescence will acquire more of the education needed to realize full potential as a self-sufficient adult. Adolescents need support in combatting the effects of peer influence and in defining career goals which might motivate them to avoid pregnancy. Provision of services by the school or community might also help reduce the negative aspects of adolescent parenthood. (JAC)

ED219748 CS206784

Bloom, Lynn Z.

Re-Creating Creators: Teaching Students to Edit Autobiographical Materials.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Mar 82

Grant-RT-0042-79-740

Note-20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Autobiographies; *Editing; Higher Education; Motivation Techniques; *Primary Sources; Revision (Written Composition); Student Motivation; Teaching Methods; Writing (Composition); *Writing Exercises; Writing Instruction

Teaching college writing students to edit the autobiographical writing of others has many advantages. Autobiographical materials, such as diaries, letters, or journals, are physically and psychologically accessible for students, and as editors they would be obliged to keep in mind appropriateness of language, tone, and simplicity or complexity of ideas for a particular audience. Once students have located them, the worth of the raw materials may be determined by the subject's prominence, personality, point of view, or historical time frame. The materials for a college-level paper need not be extensive, but should be sufficient to comprise a reasonably self-contained unit. If the emphasis is on the person, there should be enough diary entries, letters, or narratives to reveal typical or fascinating dimensions of the subject's personality, feelings, roles, and relationships. If the emphasis is on events or information content, the materials should constitute a relatively complete narrative sequence that describes a phenomenon, occurrence, encounter, or process. A student editor must also determine whether the material is written well enough to warrant editing, and if it is self-contained, that is, understandable without added background information or identification of places, people, or relationships. The most worthwhile aspect of editing autobiographical materials is that the student editors will have done original work with primary materials of potential interest to others, which, if done well, may be publishable in local or regional newspapers and journals. (HTH)

ED219791 CS207144

Dumont, Raymond A.
The Failure of College and University English Departments.
Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Problems; *Educational Improvement; Educational Needs; *English Departments; English Instruction; Higher Education; Teacher Effectiveness; *Teacher Qualifications; *Writing Instruction

University English departments are failing because of unclear goals concerning writing programs, an entrenchment of literature in the departments, and the hiring of untrained writing teachers. Many writing positions are nontenure track, require instructors to teach four sections of freshman composition, or require a Ph.D. in some aspect of literature with a commitment to teach composition on the side. Teachers whose field is literature are prone to use literary models for writing, which is pedagogically sound, but often the course turns into an analysis of the model and away from the process of writing. This emphasis on product also leads teachers to ignore invention and writing as an act of discovering what one wants to say. Nonspecialists also tend to ignore the purpose of the discourse and the intended audience and to reward writing that is abstract and opaque, while at the same time focusing on mechanics at the expense of organization and coherence. Until English departments do begin to seek a balance between writing and literature at the undergraduate level, and until they begin hiring writing specialists, they will remain vulnerable to criticism. (HTH)

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, Status Report, April 1-June 30, 1982.

Haskins Labs., New Haven, Conn.
~~Spons Agency-National Institutes of Health (DHHS), Bethesda, Md.;~~
National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
Report No-SR-70 (1982)
Pub Date 82
Contract No-NICHHD-N01-HD-1-2420
Grant-NICHHD-HD-01994; NIH-RR-05596; NINCDS-NS13870; NSF-PRF-8006144
Note-315p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Acoustic Phonetics; *Articulation (Speech); *Communication Research; Consonants; Deafness; Elementary Education; *Motor Reactions; Perception; *Reading Difficulties; Reading Instruction; Speech Handicaps; *Speech Pathology; Speech Skills; Vowels

Research reports on the nature of speech, instrumentation for its investigation, and practical applications of research are provided in this status report covering the period of April 1 through June 30, 1982. The 13 reports deal with the following topics: (1) the functional significance of physiological tremor, (2) differences between experienced and inexperienced listeners to deaf speech, (3) a language-oriented view of reading and its disabilities, (4) phonetic factors in letter detection, (5) categorical perception, (6) short term recall by deaf signers of American Sign Language, (7) the use of phonological awareness and verbal short term memory to detect reading problems, (8) initiation versus execution time during manual and oral counting by stutterers, (9) trading relations in the perception of speech by 5-year-old children, (10) the role of the strap muscles in pitch lowering, (11) phonetic validation of distinctive features in French, (12) consonant and syllable boundaries, and (13) vowel information in postvocalic frictions. (FL)

ED219875 EA014926

Buxton, Marilyn S.; Taitt, Henry A.

Microcomputers: A Creative Approach for Young Minds.

Pub Date Jul 82

Note-9p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Computer Assisted Instruction; *Computer Oriented Programs; Computer Science Education; *Educational Objectives; Elementary Secondary Education; *Microcomputers; Student Motivation

Identifiers-Learner Control

A sound approach to microcomputer instruction takes into account the special characteristics of microcomputers and uses them creatively to enhance the basic goals of education and to prepare students for a technological society. The most significant new tool man has designed in centuries, the microcomputer features one-person operation, low cost, adaptability to a variety of purposes, speed, accuracy, durability, extensive reach, power, efficiency, and immediate feedback to the user. All of these qualities can be used in the pursuit of such educational goals as basic skills (skills in communication, computation, information use, problem-solving, and application of creativity), a positive self-image, employability, and a diversity of talent. Microcomputer education programs can involve use of the microcomputer as a tool, treat the microcomputer as a subject in itself, or both. Good programs permit individual use of microcomputers by enthusiastic students who develop control over the equipment and use it in a variety of ways. It is particularly important to recognize that student interest in computers will grow out of enjoyable hands-on experience and that presenting background information first could dampen rather than spark enthusiasm. (Author/PGD)

ED220029 HE015388

Takeuchi, Stuart M.

Planning Support from the Top: An Application of "Miles' Law" (Where You Stand Depends on Where You Sit). AIR Forum 1982 Paper.

Pub Date May 82

Note-20p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy; *Administrator Attitudes; Administrator Role; Change Strategies; College Administration; *College Planning; *Decision Making; Higher Education; *Institutional Research; *Interprofessional Relationship; Policy Formation; *Researchers; Teacher Attitudes

Identifiers-*AIR Forum; Strategic Planning

Differences in perspectives concerning planning between administrators and planning staff were investigated at a midwestern university through interviews, and the results were used to identify ways to reduce these differences. In addition, the literature concerning planning in higher education was reviewed to identify institutional and planning process characteristics needed for optional results. The role of the chief executive officer in the planning process is addressed, and it is suggested that the planning process should be: strategic, linked to the resource allocation, integrated with the institution's regular operations, comprehensive, contain a policy analysis component, and implemented according to a plan and assessed. Interviews at the university were conducted with senior administrators, faculty, and planners or institutional researchers. Although there was consensus regarding preferred institutional characteristics and the characteristics of the planning process, there was considerable difference of opinion concerning the existence of top administrative support between senior administrators and senior planning staff. Senior administrators reported a great deal of support for planning, while the senior planning staff felt that the senior administrators were not committed to planning. Faculty respondents were mostly concerned with the opportunity for significant input at the appropriate time, as compared to the decisions themselves. It is recommended that planners should: take the initiative to understand the decision-maker's environment and style; help the decision-maker assess the implications and consequences associated with alternative decision scenarios; try to persuade the decision-maker to utilize data provided by the planner; and tolerate a planning decision-making process that is not fully rational. (SW)

ED220046 HE015405

Pratt, Linda K.; And Others

An Example of a Cooperative Project between Institutional Research and a University Department. AIR Forum 1982 Paper.

Pub Date May 82

Note-18p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aptitude Tests; *Black Colleges; Black Students; Certification; College Entrance Examinations; Cooperative Programs; Education Majors; Higher Education; Individual Characteristics; Institutional Research; *Personality Measures; *Predictive Measurement; *Teacher Education; *Testing Programs

Identifiers-*AIR Forum; Myers Briggs Type Indicator; National Teacher Examinations; *North Carolina Central University; Scholastic Aptitude

Test

A joint research project between an office of institutional research and the education department at North Carolina Central University (NCCU) is described. The study focuses on factors that might affect the scores of NCCU students on the National Teacher's Examination (NTE). The project enabled the education department to begin counseling NCCU students regarding their probable performance on the NTE and has given the department a 3-year start in planning for the use of the Scholastic Aptitude Test as a screening test. The project also offered the research, evaluation, and planning office the opportunity to build a database to test the Myers Briggs Type Indicator (MBTI) as a predictor of success in a teacher education program. The project was part of a larger research effort involving other universities, and the data on NCCU students provided input from a predominantly black population to a collection of data on a predominantly white population. The MBTI is a personality type indicator that classifies individuals according to their personality characteristics and includes the following four indices: extraversion-introversion, sensing-intuition, thinking-feeling, and judgment-perception. One research study concerning the value of the SAT scores and the MBTI dimensions in predicting NTE common examination scores indicated that the verbal and mathematics scores of the SAT accounted for 52 percent of the variance in NTE scores of 53 students, and that the sensing-intuiting dimension of the MBTI accounted for a significant portion of the variance in NTE common scores. Beginning in 1982 the research results will be used to counsel students regarding academic planning, change of major, and test-taking strategies. (SW)

ED219536 CE033167

Parkin, Christopher; And Others

Curriculum Change. An Evaluation of TEC Programme Development in Colleges. The Main Findings.

Further Education Curriculum Review and Development Unit, London (England).

Report No-ISBN-0-85522-096-1

Pub Date Dec 81

Note-141p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College Curriculum; *Curriculum Development; Curriculum Evaluation; *Curriculum Problems; Curriculum Research; *Educational Change; Foreign Countries; Higher Education; Instructional Development; Postsecondary Education; Program Evaluation; Program Implementation; *Technical Education

Identifiers-*England

An evaluation was made of the adoption of curriculum changes mandated by the Technician Education Council (TEC) by 78 colleges in England. The study concentrated on the processes of adaptation that occurred in the colleges in order to cope with the degree of change required by TEC. Data were collected via questionnaires, interviews, case studies, and an analysis of documentation during a 3-year period. The results of the study describe how a massive curriculum project in a complex technical area was generally accepted by the colleges, in spite of many problems, as an improvement in the way technician curricula are provided. Certain problems were identified, however. These included the recurrent criticism that because of pressure of existing work, of time and lack of support, much local curriculum had to be rushed, and there was therefore insufficient opportunity for genuine curriculum reflection. There were also complaints regarding the administrative burden that accompanied the curricular demands and questions were raised about the relationship between curriculum design and implementation. The evaluation concluded that lessons emerged from the curriculum change study regarding methods of disseminating curriculum policy; the isolation of curriculum issues from those of organization and resources; and the need to trial-test and supportively evaluate curriculum change. (KC)

ED219658 CG016081

Crase, Darrell

Selected Resources on Suicide: Causes and Prevention.
Pub Date [81]
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents; Adults; Attribution Theory; *Counseling Techniques; Crime Prevention; Influences; Literature Reviews; *Psychological Patterns; *Resource Materials; *Suicide; *Youth Problems

This selected bibliography lists many of the contemporary resources on suicide and its varied dimensions representing the health sciences, social sciences, and medicine. The materials include books, periodical literature, dissertations, audiovisuals, journals, and a list of related professional organizations. In addition to a general discussion of suicide and its causes, prevention, and intervention, the special problems of adolescents are considered. This bibliography should be useful to school health professionals and others who work with and counsel young people and adults. (JAC)

ED219706 CG016130

Zarit, Judy M.; And Others

Family Relationships and Burden in Long-Term Care.

Pub Date Nov 81

Note-15p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981). This research was partially supported by a grant from the Long-Term Care Gerontology Center, USC-UCLA.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Problems; *Coping; *Family Relationship; Family Role; Homebound; Memory; *Mental Disorders; Older Adults; Predictor Variables; *Quality of Life; *Social Support Groups; *Spouses; *Stress Variables

There is a current trend towards maintaining dementia patients at home and postponing institutionalization as long as possible. Previous research has suggested that frequency of help and support received by the caregiver is more predictive of burden than memory or behavior problems of the patient. Burden and distress were investigated using a sample of husbands (N=14) and wives (N=15) who served as caregivers to a demented spouse. Results from standardized instruments and qualitative questions revealed that the quality of social support was the best predictor of burden and distress for both husbands and wives. Memory and behavior problems were more important to wives while current functioning in the family role was more important to husbands. The measures suggest more variance for burden than distress, indicating a common subjective dimension. (Author/JAC)

ED219728 CS006761

Dorr-Bremme, Donald W.

Higher Reading Achievement in Los Angeles Title I Elementary Schools: An Exploratory Study of Underlying Factors.

California Univ., Los Angeles. Center for the Study of Evaluation.; Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date Sep 81

Note-111p.

Available from-Center for the Study of Evaluation, 145 Moore Hall, University of California, Graduate School of Education, Los Angeles, CA 90024 ($5.00).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Classroom Observation Techniques; Educational Attitudes; *Educational Environment; Educational Practices; Educational Research; Elementary Education; Elementary Schools; Reading Achievement; Reading Comprehension; *Reading Improvement; *Reading Instruction; *Reading Research; Reading Skills; Reading Tests; *Teacher Effectiveness

An exploratory study was carried out in four Los Angeles Title I elementary schools to determine what accounted for the comparatively high reading scores made by these schools' students on the Comprehensive Tests of Basic Skills; determine whether the schools were engaged in demonstrably effective educational practices that other Title I and similar schools could employ; and determine what those practices were and how they functioned to make a difference in students' reading. Using the framework of ethnographic studies, staff members and students were observed and listened to in a variety of settings: classrooms, labs and offices, the playground and the hallways, faculty meetings, libraries, and lounges. In particular, 24 different classrooms were observed for a total of 10-12 school days. Analysis was aimed at identifying activities, environmental circumstances, beliefs and attitudes, materials, and organizational arrangements common to the four schools and functionally related to teaching/learning and/or test-taking in reading. Findings revealed seven conditions to be common to the four schools: (1) close attention to a continuum of reading skills, joined with a marked emphasis on reading for comprehension, (2) specialization of instruction in reading, (3) "strong" experienced teachers with high standards and expectations for student performance, (4) stability of the reading program and key staff members, (5) an emphasis on writing, (6) teacher participation in decision making, and (7) a high degree of both rapport and mutual respect among staff members. (HOD)

ED219769 CS207100

Rubin, Janet E.

Back to Basics through Creative Dramatics.

Pub Date [78]

Note-9p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Back to Basics; *Cerebral Dominance; *Creative Dramatics; Dramatic Play; English Instruction; *Holistic Approach; *Learning Activities; Primary Education; Teaching Methods

In the back to basics era, creative dramatics should still be used in the English classroom because it helps to develop the entire child. For some time, teaching strategies have been directed at the left brain, the hemisphere that deals with logical and linear functions. Recently, however, attention has been given to the right side of the brain, whose functions include unifying features into patterns and discerning meaning. Creative dramatics can provide this right brain learning; it also has an impact on a large variety of left-brain activities. The use of literature in creative dramatics helps to motivate students. Story dramatization, the heart of creative dramatics, leads children to read a story several times, and sharing a story in dramatic play develops vocabulary, sequencing, and comprehension skills. The effects of creative dramatics on both left- and right-brain learning proves it a sound educational technique. (JL)

ED219959 FL013154

Young Adults in America. A Booklet for [Vietnamese] Refugees in Their Late Teens = Doi Song Thanh Thieu Nien O Hoa Ky. Tap Huong Dan Thanh Thieu Nien Viet-Nam.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Pub Date 81
Note-38p.; For related documents, see FL 013 155-158.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment); Adolescents; *Bilingual Instructional Materials; Career Planning; *Cross Cultural Training; Drinking; Drug Use; Educational Opportunities; Family Relationship; Friendship; Housing; Laws; Money Management; *Refugees; Stress Variables; *Vietnamese People; *Young Adults

Young persons in their late teens have problems and concerns that are different from those of persons who are younger or older. This booklet recognizes this fact and discusses some aspects of American life that might be of particular interest to young people of Vietnamese origin. It gives information that will be helpful in making knowledgeable decisions in the context of U.S. society and culture. The information is arranged according to the following topics: (1) laws that affect young persons; (2) various categories of relationships; (3) different possibilities of living arrangements; (4) money; (5) educational opportunities; (6) careers and jobs; (7) alcohol and drugs; (8) coping with stress; and (9) information on where to get personal help and various written materials. The guide is printed in both English and Vietnamese to facilitate use by Americans and Vietnamese young adults who may be working together. (AMH)

ED219981 HE014208

Globerson, Arye

Higher Education and Employment: A Case Study of Israel.

Pub Date 78
Note-171p.
Available from-Praeger Publishers, Praeger Special Studies, 383 Madison Avenue, New York, NY 10017.

Document Not Available from EDRS.

Descriptors-Career Counseling; Case Studies; *College Graduates; *Education Work Relationship; *Employment Patterns; Employment Potential; Graduate Study; *Higher Education; Humanities; Job Training; Migration; *Retraining; Social Sciences; Student Characteristics; Student Motivation
Identifiers-*Israel

Unemployment among university graduates in Israel is examined in light of their possible retraining for placement in other professional fields experiencing shortages, including new occupations. After an introduction that includes a retraining model, the following are covered in separate chapters: (1) a profile of humanities and social science graduates according to sex, age, marital status, and country of origin; (2) student geographic mobility and the location of institutions of higher learning; (3) the distribution of graduates in each university department and the prevalence and satisfaction with each; (4) continuation of studies with emphasis on the characteristics and motivation of postgraduate students; (5) graduate employment; (6) the relation between studies and work; (7) work satisfaction and graduate characteristics; (8) occupational training in light of bridging the gap between university output and labor market demands; and (9) study and employment information and counseling. The final chapter offers summaries and suggestions on various areas such as: similarities and differences between humanities and social science graduates; expansion of higher education; changing fields of study; postgraduate studies; and occupational preparation. Among the conclusions are that the increased prevalence of higher education in Israel and the continuing immigration of professionals results in a need for more retraining programs, and that the humanities and social science graduates account for 60 percent of the entire student body in Israel. A bibliography is provided. (LC)

ED220013 HE015372

Dunnett, Stephen C.

Management Skills Training for Foreign Engineering Students: An Assessment of Need and Availability.

National Association for Foreign Student Affairs, Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.
Pub Date 82
Note-60p.
Available from-National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 (1 copy, $1.00; 5 copies, $2.00; 10 copies, $3.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Advising; Administrator Attitudes; *Business Administration Education; *Business Skills; College Credits; Educational Policy; *Engineering Education; *Foreign Students; *Graduate Students; Higher Education; Needs Assessment; School Surveys; Student Needs

The need for and availability of management skills training for foreign graduate students of engineering was surveyed. A survey instrument also sought to identify: the effectiveness of current practices in the teaching of management skills; current credit and advising policies related to taking management courses; and a rating of a variety of possible academic programs that address the need for management skills training. Of the 197 deans of engineering at U.S. universities offering graduate engineering programs who were mailed the questionnaire in March 1982, responses were received from 67 institutions. Results indicate that the provision of management skills to foreign engineering students needs to be addressed. Managerial functions are viewed as an important part of the work of the successful practicing engineers. Deans saw little evidence that universities are currently effective in teaching managerial skills to their foreign engineering students. Deans' responses indicated that they felt generally that graduate schools of engineering are not currently providing managerial training in their master's degree in engineering program. Most engineering schools did not give credit for general management courses, and most schools of management/business courses appear to be oversubscribed and therefore closed to nonmajors. Programs, information, and individuals who could serve as resources to the development/implementation of teaching management skills to foreign engineering students are identified. Additional contents include a literature review and discussion of the issues, a list of participating institutions, a questionnaire, and a bibliography. (SW)

ED219517 CE033063

Nelson, Robert E.; Piland, William E.

Organizing Small Business Programs in Community Colleges.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date Jun 82

Note-74p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Guides; Advisory Committees; Business Administration; *Business Administration Education; Check Lists; *Community Colleges; Decision Making; Educational Cooperation; Educational Finance; Educational Needs; *Educational Objectives; Educational Research; *Entrepreneurship; Financial Support; Guidelines; Models; Needs Assessment; Planning; Postsecondary Education; Program Content; Program Design; Program Development; Program Evaluation; *Program Implementation; Publicity; Records (Forms); *Small Businesses; Student Needs

Identifiers-Illinois

This manual contains guidelines for organizing small business programs in community colleges. Following an introductory discussion of the need for such a program both throughout the United States in general and in Illinois in particular, the role of the community college in facilitating small business development is examined. Guidelines are set forth for making decisions in various areas, including purposes/needs, clientele to be served, client characteristics, program objectives, program structure and scope, funding/support, staffing, recruitment and selection, evaluation, and program content. Addressed in detail in the remaining chapters are the following topics: participant needs, program content, advisory committees, needs assessment strategies, financing the program, promoting the program, program details, evaluating the program, and exemplary self-employment programs. Appendixes to the guide include such items as a program intake form, a bibliography on small businesses and entrepreneurship, a small business survey, a timetable for organizing management courses, a small business management seminar, and sample evaluation forms. (MN)

ED219574 CE033283

Russell, Earl B.; And Others

Dissemination Manual for Enhancing Program Improvement.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date Jun 82

Note-209p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Diffusion (Communication); Evaluation; Guidelines; *Human Resources; *Information Dissemination; Information Networks; *Networks; Planning; *Program Improvement; *Vocational Education

Identifiers-*Illinois

This manual is intended for use by all involved in dissemination of program improvement products--users, linkers, developers, and funders--in Illinois. Section 1 provides guidelines for content usage by dissemination group and usage of charts, forms, and samples. Section 2, Conceptual Framework, defines dissemination, discusses the dissemination process, and identifies the roles, responsibilities, and benefits of dissemination. Section 3, Dissemination Process, describes the six steps in the dissemination process and provides information on dissemination before, during, and after funding. Section 4, Human Resources, is divided into (1) Quick Reference lists of national and state networks that identify organizations, acronyms/abbreviations, descriptions, pages for more information, and main contact persons; (2) abstracts and listings of National Networks affiliated with vocational program improvement efforts; and (3) abstracts and listings of State Networks directly affiliated with vocational education in Illinois. Information provided for each group in parts 2 and 3 include name, acronym, description, linkages, materials dissemination, target populations, dissemination services, access, and contract information. Section 5 contains two procedural forms--Dissemination Planning Outline and Primary Product Quality Assurance Rating Form--and 20 samples (aids) for planning, conducting, and assessing dissemination. (YLB)

ED219595 CE033314

Roofing: Workbook and Tests. Common Roofing and Waterproofing Materials and Equipment.

California Educational Advisory Committee for the Roofing Industry, Sacramento.; California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date 82

Note-59p.; For related documents see ED 203 139, ED 212 816, ED 215 211-212, and CE 033 315.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($5.25).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Apprenticeships; Asphalts; Behavioral Objectives; *Construction Materials; Engines; *Equipment; Equipment Maintenance; Independent Study; Mechanics (Process); Postsecondary Education; Programed Instructional Materials; *Roofing; Structural Elements (Construction); Supplies; Tests; Trade and Industrial Education; *Units of Study; Vocational Education; Workbooks

Identifiers-California; *Waterproofing

This workbook on materials and equipment is one of a series of nine individual units of instruction for roofing apprenticeship classes in California. The workbook covers eight topics: production of bitumens and asphaltic roofing materials; built-up roofing materials and adhesives; asphaltic products and rigid roofing materials; elastomeric and plastic membranes; flashing materials; fasteners; handling of roofing materials; and operation and maintenance of small engines. For each topic, student learning objectives and information sheets with line illustrations are given. Multiple choice tests corresponding to the eight topics are provided for teacher use in evaluating student progress. (No answers are included.) A list of required instructional materials and a glossary are also included in the workbook. Appendixes contain general industry safety order on industrial truck operation, and Uniform Building Code roof covering application requirements. (KC)

ED219636 CE033428

Mishler, Glenn; Spignesi, Bill

Conversion of Gasoline Engines to Use Ethanol as the Sole Fuel. Instructor's Guide.

State Fair Community Coll., Sedalia, Mo.

Pub Date [80]

Note-37p.; For a related document see CE 033 429.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Auto Mechanics; Behavioral Objectives; Course Descriptions; *Engines; *Fuels; Learning Activities; Secondary Education; Student Evaluation; Teaching Guides; Trade and Industrial Education

Identifiers-*Engine Modification; *Ethanol

This instructor's guide contains materials that are intended for use as part of the regular auto mechanics curriculum and that provide information necessary to convert a gasoline engine with a niminum of modifications to successfully be operated on ethanol alcohol. It accompanies a student guide that is available separately. Contents include a summary sheet with an introduction, objectives, a list of needed teaching/learning materials, suggested instructional methods, references, and suggested activities; an activity sheet with answers; student evaluation with answers; a performance evaluation sheet; information sheets with photographs and diagrams; and additional reference material. (YLB)

ED219813 CS503881

Hellweg, Susan A.

Board of Education, Island Trees Union Free School District No. 26 et al., Petitioners, v. Steven A. Pico, by His Next Friend, Frances Pico et al. On Writ of Certiorari to the United States Court of Appeals for the Second Circuit. Supreme Court of the United States, No. 80-2043.

Supreme Court of the U. S., Washington, D.C.
Pub Date 25 Jun 82
Note-75p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Censorship; *Constitutional Law; *Court Litigation; Elementary Secondary Education; *Freedom of Speech; *Student Rights
Identifiers-*Island Trees Union Free School Dist v Pico; *Supreme Court

The Supreme Court decision in the case of the Board of Education, Island Trees, New York, versus Steven A. Pico, addressed whether the First Amendment imposes limitations upon the exercise by a local school board of its discretion to remove library books from high school and junior high school libraries. Rejecting the recommendations of a committee it had appointed, the school board in 1976 removed nine books it found offensive from elementary and secondary school libraries and from use in the curriculum. Although the district court supported the board's actions, this ruling was reversed by a three judge panel of the United States Court of Appeals, which remanded the action for a trial on Pico's allegations that the board's actions had violated First Amendment rights. In a plurality decision written by Justice Brennan and joined by Justices Marshall and Stevens, the Supreme Court affirmed the court of appeal's ruling. Justice Blackmun filed an opinion concurring in part and concurring in judgment, and Justice White filed an opinion concurring in judgment. Justices Burger, Powell, Rehnquist, and O'Connor filed dissenting opinions. (All the opinions and a syllabus are included.) (JL)

ED219856 EA014907

Lucco, Robert J.

The Planning, Evaluation and Resource Management Model: PERM. Volume 1 in the PERM Handbook Series.

Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
Pub Date Oct 80
Note-31p.; For a related document, see EA 014 908.
Available from-Coordinator, Program Evaluation Unit, Bureau of Research, Planning, and Evaluation, State Department of Education, Box 2219, Hartford, CT 06115 (single copies free).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Assessment; Educational Needs; *Educational Objectives; *Educational Planning; Educational Resources; Elementary Secondary Education; Glossaries; Graphs; Models; *Needs Assessment; *Resource Allocation; School Districts
Identifiers-*Planning Evaluation and Resource Management Model

To help school boards, educators, and citizens in Connecticut do more comprehensive district planning, this handbook introduces the planning, evaluation, and resource management (PERM) model and describes how it works. Section 1 of the document gives an overview of the planning process, defines comprehensive planning, and answers general questions about the PERM model and its phases, about who should have responsibility for planning, and about the necessity of continuous planning. The PERM model itself, presented in section 2, may extend over two cycles, covering 11 years, and includes four phases: (1) definition of district goals and student objectives, with community participation; (2) assessment of district needs, assignment of priorities to goals, analysis of existing instructional programs, generation of solutions to problems, and planning of program implementation; (3) evaluation of the programs to judge whether their goals are being met; and (4) reallocation of district resources based on the evaluations. A glossary of 94 planning terms is provided in the document's final section. (Author/RW)

ED219895 EC143174

Ruttle, Kristi; Dick, Diane F.

Assessment of Behavior Disorders and Developmental Delay: Parent-Teacher Agreement.

Pub Date Apr 82
Note-15p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-B2).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Rating Scales; *Developmental Disabilities; Elementary Education; *Emotional Disturbances; Evaluation Methods; *Parent Role; Preschool Education; *Student Evaluation; *Teacher Role
Identifiers-*Burks Behavior Rating Scale; *Minnesota Child Development Inventory

The paper discusses a method of integrating parent report with teacher report on the Minnesota Child Development Inventory (MCDI) and the Burks Behavior Rating Scale (BBRS) to aid in the assessment and placement of young children with behavior disorders and developmental delay. Two samples of children were used to collect the data: 3 to 6 year old children with developmental disabilities and 6 to 9 year old children with behavior disorders. Both the parent and teacher of each child completed the MCDI or the BBRS. The MCDI was used for developmental delay and the BBRS for behavior problems. Parent-teacher data were found to be highly correlated for behavior problems (BBRS) and for the child's overall developmental level (MCDI). (Author/SW)

ED219917 EC150007

Shevin, Mayer

Must Normalization Mean Settling for the Norm? Socialization of Retarded Students to the World of Work.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education; Employment Potential; *Job Skills; Literature Reviews; *Mental Retardation; *Normalization (Handicapped); *Prevocational Education; *Socialization

The paper reviews literature relating to the developing of work socialization or employment skills in young mentally retarded children. The following areas are covered: work socialization for normal children in school settings, the concerns raised by critics regarding work socialization, the extent to which work socialization for young retarded children is parallel to that in typically elementary schools, the extent to which an analysis of work socialization for typical children provides guidelines for desirable features in curriculum and classroom practice for retarded children, and nontraditional sources of information for establishing meaningful work socialization for retarded students. Among the criticisms of the work socialization system are the costs to the students of work socialization in the schools and the limited access which retarded students have to gainful employment. Differences in work socialization between normal and retarded students include the amount of time required and the level of teacher expectation. Three procedural strategies to identify work socialization skills useful for retarded students in the workplace are--ecological inventories, use of retarded workers as resources, and involvement of advocacy groups. (SW)

outcomes. (Author)

ED219938 FL013076

Bancroft, W. Jane

The Tomatis Method and Suggestopedia: A Comparative Study.

Pub Date 82

Note-28p.; Revised version of a paper presented at the International Conference of the Society for Accelerative Learning and Teaching (7th, Colorado, April 30-May 2, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cerebral Dominance; *Dyslexia; Elementary Education; Instructional Innovation; Learning Disabilities; *Music Therapy; *Reading Instruction; Relaxation Training; *Second Language Learning; Teaching Methods

Identifiers-*Suggestopedia; *Tomatis Method

Developed in Bulgaria in the 1960's by Dr. Georgi Lozanov, Suggestopedia is a unique system of foreign language teaching, combining yoga relaxation and verbal suggestion with the direct method. In the 1950's in France, Dr. Alfred Tomatis began his research into the ear and the voice and subsequently developed his own unique system for treating dyslexia and teaching foreign languages. Both Lozanov and Tomatis are medical doctors, therapists and researchers who have been influenced by yoga. Both emphasize the teacher's authority, the pact of confidence between teacher and student, and the role of the physical and social environment. Both stress the importance of intonation or tone of voice as well as rhythmic presentation of material. Both the Tomatis and Lozanov Methods favor the use of baroque or classical violin music and emphasize the training of the ear and the development of memory through listening and repetition. Comprising an active and a passive phase or session, both systems promote indirect attention to, and unconscious absorption of lesson materials while the students are in a relaxed state. The aim of both Suggestopedia and the Tomatis Method is to develop the whole personality of the individual in a pleasant learning environment. (Author)

ED219498 CE031725

Women in Medical Academia Model: A National Experiment in Planned Change.

American Medical Women's Association, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [81]
Grant-NIE-G-79-0007
Note-31p.; Prepared by the Professional Resources Research Center of the Association.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affirmative Action; *Attitude Change; Change Agents; *Change Strategies; *Educational Change; Educational Research; Equal Education; *Females; Graduate Medical Education; Higher Education; *Medical Education; Medical Research; Minority Groups; Program Development; Program Effectiveness; Program Implementation; *Sex Fairness
Identifiers-Women in Medical Academia Model

This project involved a broad multi-faceted national program to increase participation and recognition of women, including minority women, in medical education. It included a grass roots change agency to initiate, coordinate, sustain, measure, and disseminate carefully planned educational reform. Activities carried out during the 7-year project included the following: (1) educational research internships and preceptorships focusing primarily on issues of educational equity were given to 13 women; (2) a comprehensive installation plan for the initiation and development of the role of educational research specialist was designed and implemented on local levels; (3) a national workshop on women in medical academia, attended by 18 medical school administrators, was conducted in order to encourage a supportive environment for programs for women; (4) a minority women in medical academia research and action workshop was conducted; (5) assistance in design and evaluation of continuing medical education offerings was provided to help increase the number of women physician role models; and (6) an annual project newsletter was distributed to all medical school deans, women in medical academia, and representatives of impact groups in order to heighten awareness of women in medical academia. Although evaluation of the project was not final, it was found that the activities of the project had produced changes in individuals that eventually should produce educational equity in institutions. (KC)

ED219554 CE033252

Semple, Nathaniel A.

Employment Policy for the Hard-to-Employ: The Path of Progress. A Statement by the Program Committee.

Committee for Economic Development, New York, N.Y.

Report No-ISBN-0-87186-110-0

Pub Date Jun 82

Note-24p.; For a related document see ED 151 517.

Available from-Committee for Economic Development, Distribution Division, 477 Madison Ave., New York, NY 10022 ($1.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adults; *Business Responsibility; Disabilities; *Disadvantaged; Economically Disadvantaged; Educationally Disadvantaged; Employment Practices; *Employment Problems; Employment Programs; Government Role; *Leadership Responsibility; Program Development; Program Improvement; *Public Policy

Identifiers-*Private Industry; *Private Industry Councils

At a time of high unemployment and increasingly constrained public resources, more and more attention is being focused on how to further the private sector's involvement in expanding opportunities for individuals, especially the hard-to-employ, to obtain long-term productive employment. Although at least 12 pieces of federal legislation that affect the educationally and economically disadvantaged are due to expire soon, and their renewal is not certain, there is a way to continue efforts to address the needs of the hard-to-employ. This way (1) places a greater reliance on the private sector; (2) reduces, but does not eliminate, the demand for public resources; (3) supports efforts to improve the nation's rate of productivity; and (4) continues to address the needs of the long-term unemployed. There should be a clear understanding by all involved--government, business, labor, and community groups--that any effective partnership must involve the leaders of the local business community. In the past, Private Industry Councils (PICs) have been used to fulfill the government-private industry partnership; however, problems with PICs must be overcome. It is crucial that the PICs involve top business leadership; provide independence, flexibility, and a stronger role for business; define accountability and responsibility; prepare for continuity; and avoid unnecessary regulation. All of these recommendations are predicated on sustained effective leadership, both public and private, and a national policy to reduce inflation and produce more stable economic growth. (KC)

ED219659 CG016082

MacMorran, Paula; And Others

Identifying Approaches toward Behavior Change.

Pub Date Mar 82

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Behavior Change; *Change Strategies; College Students; Higher Education; *Individual Characteristics; Individual Differences; Locus of Control; Psychological Patterns; *Self Concept; *Student Motivation

Identifiers-*Self Management

The assumptions individuals make about their personal behaviors have received extensive attention, particularly the concepts of locus of control and self-efficacy. An additional concept, change orientation, refers to assumptions about how to change personal behavior. Approximately 180 subjects ranging from college freshmen to graduate students took the Approaches to Behavior Change (ABC) Inventory. Results supported the notion that change orientation is a concept that may discriminate between various groups of individuals. Some definite patterns emerged among the levels of academic attainment represented by the student subjects. In addition, high and low self-managers showed modest differences in their patterns and substantial differences in their completion of tasks. The ABC Inventory instrument is included in the document along with tables and figures that illustrate the research results. (JAC)

ED219682 CG016106

Watson, John Joseph; Remer, Rory

An Empirical Examination of Confrontation Efficacy I.

Pub Date Mar 82

Note-61p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). For related document, see CG 016 107.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Assertiveness; *Behavior Change; Behavior Patterns; Change Strategies; College Students; *Conflict Resolution; *Emotional Response; *Females; Higher Education, *Interpersonal Relationship; Intervention; Models; *Peer Acceptance

Identifiers-*Confrontation

Because people are separate individuals, interpersonal conflict is inevitable. Social psychologists have studied this area by examining styles of conflict resolution such as negotiation/bargaining. Counseling psychologists have attempted to address these concerns through assertiveness and aspects of parenting training. However, no specific model for conflict resolution has been developed and tested empirically. A three-component confrontation model--specified behavior, emotional reaction, consequence of behavior--was examined in an analogue study of angry confrontation between friends, using 48 female college students as subjects, who completed the Expressed Attitude Toward Confrontation Questionnaire (EATCQ). Results indicated that the complete model (all three components present) had as great or significantly greater impact both statistically and practically than any other combination of components or the "no component present" condition on every one of the nine outcome measures employed. Findings were consistent for both male and female confronters. The results suggest that direct, concise criticism, while potentially threatening, may provide a basis for negotiation of changes with female friends whether done by males or other females. (Author/JAC)

ED219707 CG016131

Johnson, David W.; And Others

Interdependence and Interpersonal Attraction among Heterogeneous and Homogeneous Individuals: A Theoretical Formulation and a Meta-Analysis of the Research.

Minnesota Univ., Minneapolis.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Feb 82
Grant-NIE-G-80-0192
Note-132p.; Some tables may be marginally legible due to small print.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Classroom Environment; *Competition; *Desegregation Effects; Disabilities; Elementary School Students; Elementary Secondary Education; *Ethnic Relations; *Interpersonal Attraction; Literature Reviews; *Mainstreaming; Peer Relationship; *School Desegregation; Secondary School Students; Social Cognition
Identifiers-*Physical Proximity

Desegregation and mainstreaming are both based on the assumption that the placement of minority and handicapped students in a classroom with majority and nonhandicapped students will facilitate positive relationships. The literature indicates that cooperation without intergroup competition promotes greater interpersonal attraction among both heterogeneous and homogeneous individuals than do interpersonal competition, individualistic efforts, and cooperation with intergroup competition. Cooperation with intergroup competition promotes greater interpersonal attraction than does interpersonal competition or individualistic efforts. There tends to be no significant difference between interpersonal competition and individualistic efforts in promoting interpersonal attraction among participants. (Author/JAC)

ED219770 CS207101

Parkrose Writing Program Guide. Revised.
Parkrose Public Schools, Portland, Ore.
Pub Date 81
Note-116p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Capitalization (Alphabetic); *Cohesion (Written Composition); *Course Objectives; Elementary Secondary Education; *English Curriculum; Grammar; Paragraphs; Program Guides; Punctuation; Revision (Written Composition); *Sentence Structure; Spelling; Vocabulary; *Writing Instruction; *Writing Skills

Thirteen curriculum strands that together constitute a framework for competent writing are detailed in this writing program guide. Each strand discussed begins with a statement of the expected learning outcome called a "program goal" and is further organized in a kindergarten through grade 12 sequence with objectives listed for each grade level. Where appropriate, models are provided for objectives. Writing goals are also correlated with units in the Economy Company "Expressways" textbook series, including the teacher's resource book, duplicating masters, and activity book. Strands are provided for the following areas: complete sentence, sentence structure, paragraphing, format and appearance, purpose and form, proofreading, revision, reference materials, capitalization, punctuation, grammar, vocabulary, and spelling. (HOD)

ED219792 CS207145

Nolte, Edward O.

Problems of a Theory of Language.

Pub Date Mar 82

Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment; Higher Education; *Language Acquisition; *Learning Theories; *Linguistic Theory; *Neurolinguistics; *Psycholinguistics; Writing (Composition)

Identifiers-*Chomsky (Noam); *Piaget (Jean); Theory Practice Relationship

The problems of fashioning a theory of language fall into two broad areas: (1) the neurophysiological correlates of language behavior are still little understood, and (2) the enormous amount of data on language behavior that has been gathered by researchers is subject to varying and differing interpretations. In spite of these problems, the theories of J. Piaget and N. Chomsky provide promising leads. Chomsky believes that the language acquisition process develops and unfolds from humans innate capacity for language; that is, the actualization of language in man stems from a structure-dependent activity. The Piagetian view of the ontogenesis of language holds that cellular growth and development of brain cells plus their interaction with the environment form cognitive functions and establish the basis for language behavior. While both men agree that nothing is knowable unless cognitive organization is there from the start and unless the subject acts in some way on the surrounding world, for Chomsky the environment triggers the ontogenesis of language, and for Piaget the environment not only triggers the development of cognitive functions but also continues to interact until biological maturation occurs. If, therefore, environment plays a key role in the ontogenesis of language, composition teachers must strive to create the proper classroom environment for their students. (JL)

ED219960 FL013155

Young Adults in America. A Booklet for [Laotian] Refugees in Their Late Teens.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Pub Date 81

Note-50p.; For related documents, see FL 013 154-158.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment); Adolescents; *Bilingual Instructional Materials; Career Planning; *Cross Cultural Training; Drinking; Drug Use; Educational Opportunities; Family Relationship; Friendship; Housing; *Laotians; Laws; Money Management; *Refugees; Stress Variables; *Young Adults

Young persons in their late teens have problems and concerns that are different from those of persons who are younger or older. This booklet recognizes this fact and discusses some aspects of American life that might be of particular interest to young people of Laotian origin. It gives information that will be helpful in making knowledgeable decisions in the context of U.S. society and culture. This information is arranged according to the following topics: (1) laws that affect young persons; (2) various categories of relationships; (3) different possibilities of living arrangements; (4) money; (5) educational opportunities; (6) careers and jobs; (7) alcohol and drugs; (8) coping with stress; and (9) information on where to get personal help and various written materials. The guide is printed in both English and Lao to facilitate use by Americans and Laotian young adults who may be working together. (AMH)

ED219998 HE015338

Solmon, Lewis C.; And Others

Underemployed Ph.D.'s.

Report No-ISBN-0-669-04482-2

Pub Date 81

Note-350p.

Available from-Lexington Books, D.C. Heath and Company, Lexington, MA 02173 ($33.95).

Document Not Available from EDRS.

Descriptors-Career Change; Career Counseling; Career Development; *Doctoral Degrees; *Education Work Relationship; *Employment Potential; Engineering; *Graduate Students; Higher Education; Humanities; Job Satisfaction; *Labor Market; School Business Relationship; Scientists; *Underemployment

The result of a series of studies by the Higher Education Research Institute (HERI) on the job market for doctorate holders in the humanities, the sciences, and engineering, this book represents 5 years of research on the subject. Chapters by Solmon, Laura Kent, Nancy L. Ochsner, and Margo-Lea Hurwicz include: "The Context of the Problem: An Overview of the Ph.D. Labor Market"; "Questions of Definition and Value"; "Some Proposed Solutions to the Humanities Crisis"; "The Most-Promising Solutions"; "An Overview of Public-Sector Employment"; "Finding Public-Sector Jobs: the Whys and the Hows"; "Job Characteristics and Satisfactions"; "The Female Ph.D. in the Public Sector"; "How Useful Is Humanities Tracking"; "Identifying Non-Academic-Career Options"; "Where Are the Nonacademic Jobs"; "What Are the Nonacademic Jobs Like"; "How Satisfying Are the Nonacademic Jobs"; "The Dynamics of Job Change"; and "A New Crisis? Dealing with Prospective Shortages of Scientists and Engineers." The summary chapter comments on salary, research and productivity, underemployment, job satisfaction and job change. It is suggested that constraints be taken off industry so that research and development can prosper as it did when U.S. scientific research was the model for the world. It is also suggested that improvement must be made in providing information for better decision-making in five basic areas: (1) estimating future science- and engineering-labor supply and demand; (2) providing students with better data with which to make decisions; (3) improving student selection for admission to graduate programs; (4) developing better mechanisms for screening during graduate school to ensure that those who drop out are not potential high producers; and (5) improving the academic hiring process and review procedures. Appendix A contains the questionnaire forms; Appendix B contains a methodological note. References and an index are provided. (LC)

ED219617 CE033352

Scharmann, Larry, Ed.
Energy Efficiency for Architectural Drafting Instructors.
Nebraska State Energy Office, Lincoln.
Pub Date [80]
Note-36p.; For related documents see CE 033 353-356.
Available from-Nebraska Energy Office, P.O. Box 95085, Lincoln, NE 68509 ($2.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Air Conditioning; *Architectural Drafting; Behavioral Objectives; *Building Design; *Conservation Education; Construction (Process); Curriculum Guides; *Energy Conservation; *Fuel Consumption; Fused Curriculum; Guidelines; Heating; Housing; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; *Structural Elements (Construction); Technical Education; Ventilation; Vocational Education

Intended primarily but not solely for use at the postsecondary level, this curriculum guide contains five units on energy efficiency that were designed to be incorporated into an existing program in architectural drafting. The following topics are examined: energy conservation awareness (residential energy use and audit procedures); residential energy consumption (space heating, ventilating, air-conditioning, hot water heating, lighting, and appliances); design considerations for residential energy efficiency (site orientation, building type, room arrangement, location of openings, and building codes); residential construction practices and materials (building and insulating materials, construction methods, infiltration, vapor barriers, and moisture control); and energy saving devices and methods (ventilation, lighting, solar systems, stoves and fireplaces, wind generators, heat sinks, and moveable insulation). Covered in each lesson are unit rationale, necessary advanced preparation, anticipated instructional time, guidelines for implementing the unit, unit activities, and unit references. (MN)

ED219637 CE033429

Mishler, Glenn; Spignesi, Bill

Conversion of Gasoline Engines to Use Ethanol as the Sole Fuel. Student Guide.

State Fair Community Coll., Sedalia, Mo.

Pub Date [80]

Note-18p.; For a related document see CE 033 428.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Auto Mechanics; Behavioral Objectives; *Engines; *Fuels; Learning Activities; Learning Modules; Secondary Education; Trade and Industrial Education

Identifiers-*Engine Modification; *Ethanol

This student guide is a learning packet that is intended for use as part of the regular auto mechanics curriculum and that provides the information necessary to convert a gasoline engine with a minimum of modifications to successfully be operated on ethanol alcohol. Contents include an introduction, objectives, procedures, list of tasks to be performed, activity sheet, and information sheets with photographs and diagrams. (YLB)

ED219749 CS206818

Language Arts Guide K-12.
Portales Public Schools, NM.
Pub Date 80
Note-549p.; Original document marginally legible. Prepared by Language Arts Curriculum Articulation Committee.
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Guides; Drama; Educational Objectives; Elementary Secondary Education; *English Curriculum; *English Instruction; Grammar; Integrated Curriculum; *Language Arts; *Literature; Remedial Reading; *Sequential Learning; Teaching Methods; Thematic Approach

The instructional program described in this guide is designed to provide a sequential language arts curriculum for kindergarten through grade 12. Information contained in the guide includes (1) a statement of philosophy; (2) language arts objectives for each grade level; (3) a guide to language arts skills; (4) learner outcomes for grades one through eight; (5) learner outcomes for seventh and eighth grade remedial reading, eighth grade language arts and literature, and ninth and tenth grade language arts; (6) learner outcomes for speech, drama, and advanced drama; and (7) learner outcomes for junior and senior students in several courses, including the Bible as literature, children's literature, discussion and debate, grammar and usage, career English, and communication. (FL)

ED219835 CS503930

Waagen, Christopher L.

Theory Z: Panacea or Placebo?

Pub Date Jul 82
Note-23p.; Paper presented at the Meeting of the World Future Society Conference (Washington, DC, July 18-22, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Decision Making; *Employer Employee Relationship; *Organizational Communication; *Organizational Development; *Organizational Objectives; *Organizational Theories
Identifiers-Japan; Ouchi (William); Quality Control Circles; Ringi; *Theory Z

William Ouchi's Theory Z, a theory that focuses on the identification of both management and labor with the company's goals, emphasizes communication structures and styles. Ringi is a Japanese procedure for decision making in which all levels of management participate. In Ringi, a manager's task is to communicate. In quality control (Q-C) circles, the foreman plays the manager's role, acting as coordinator and communicator to help the Q-C circle share ideas and reach consensus. Q-C circles also encourage employee identification with the company. Ringi and Q-C circles demonstrate the cooperative, transcendent nature of the Japanese. In order to build an American Theory Z company, Ouchi advises that the company develop a coherent philosophy through employee discussion and then integrate that philosophy in the daily work of the company. Management and production workers can develop the requisite communication and coordination skills through training and education programs. Serious commitment by top management to delegate decision making powers to discussion groups will yield cohesion and employee identification with the company itself. American Theory Z companies cannot work in a vacuum; they must overcome the adversary relationship between management and labor and discover common ground in their culture, community, and company. (JL)

ED219876 EA014927

Zaporozhetz, Laurene E.

Computerized Literature Searching of Education and Education Related Literature.

Pub Date Jul 82

Note-5p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Bibliographies; *Databases; Elementary Secondary Education; Information Retrieval; *Information Systems; *Online Systems; Reference Services

Identifiers-*Computer Searches

Computerized literature searching allows the educator to become familiar with resources that help develop individual teaching styles and methods, enhance awareness of pupil needs, explain educational research and evaluation, and describe curriculum materials. This document introduces the fundamentals of computerized literature searching. The report debunks myths concerning searches, defines the nature of a database, discusses database selection, explains the workings of online interactive computer systems featuring telecommunciation networks, and describes the essentials of the search process. The paper also lists major online bibliographic information retrieval systems and relevant books, journals, directories, and bibliographies. (Author/PGD)

ED219918 EC150008

Bates, Madeleine; Wilson, Kirk

ILIAD: Interactive Language Instruction Assistance for the Deaf. Final Report, September 1980-September 1981. Report No. 4771.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date [Sep 81]
Note-74p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Assisted Instruction; *Computer Programs; *Deafness; Elementary Secondary Education; Individualized Instruction; *Instructional Materials; *Language Acquisition; *Microcomputers; Program Descriptions; *Tutorial Programs
Identifiers-*Interactive Language Instruction Assistance Deaf

The final report describes the syntactic, semantic, and tutorial components of the Interactive Language Instruction Assistance for the Deaf (ILIAD) system and the steps that have been taken to implement ILIAD on a microcomputer. It is explained that the ILIAD design allows for highly interactive tutorials in which the deaf learner specifies the content of each lesson; ILIAD in turn creates an individualized lesson according to the learner's specifications. Following an introductory chapter, chapter 2 surveys the linguistic and tutorial featurs of the ILIAD system with an overview of the philosophy and design underlying the tutorials and capsule summaries of various components of the ILIAD system. Chapter 3 describes the syntactic and semantic capabilities and the structure of the dictionary in the ILIAD system. A fourth chapter details several types of language tutorials, including those on sentence judgment, questions, subject-verb agreement, sentence patterns, politeness, and the "please" request. Various system development tools, such as the constraint mechanism, are reviewed in chapter 5. Microcomputer implementation of ILIAD is described in chapter 6 in terms of two subsystems--the utility section (which provides definitions and processing procedures for a variety of data structures used by the generation section) and the generation section (which corresponds to the generation part of ILIAD). Chapter 7 reviews dissemination of ILIAD, while the final chapter briefly considers the future of ILIAD. A list of sentences generated by ILIAD completes the report. (SW)

ED220030 HE015389

Napora, Jancye J.

A Case Study of the Academic Planning Process. AIR Forum 1982 Paper.

Pub Date May 82
Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role; Advisory Committees; Case Studies; College Administration; *College Planning; *College Role; *Educational Planning; Governance; Higher Education; *Leadership; Political Influences; State Universities; *Teacher Participation; Teacher Role
Identifiers-*AIR Forum; Institutional Mission

The planning process at a major public university over a 10-year period is examined. Planning is conceptualized as a political process, and attention is directed to comprehensive, institutional academic planning. The institution undertook three distinct planning efforts, and each of the three chronological periods was distinct in approach, principal characters, and outcome. Each period is evaluated in relation to product and process dimensions. Attention was focused on institutional mission, the level of faculty participation, and the quality of academic leadership. The case study method was used, and data for each analysis were developed in three steps: interviews, document analysis, and informal discussions. The institution made no progress in developing a consensus on institutional mission as a result of initial planning. The effort was further characterized by almost no faculty participation until late in the process, and there was disagreement on what the role of the faculty in academic planning should be. During 1972-1974, the Vice President for Academic Affairs (VPAA) was unable to serve as an effective leader due to personal style and the official's concept of administrative responsibility and view of the college. During 1975-1976 the college president retained control over the planning process and selected a blue ribbon committee of faculty, which studied the university. This planning process also lacked a clear sense of institutional mission. Although the planning committee was mostly faculty, it was a small group and did not adopt a widespread consultative or participatory process. No recommendations resulted from the plan that was produced. During 1976-1980, a new VPAA came to the campus and was responsible for developing an academic plan, which resulted in fairly wide consensus. However, the VPAA did not remain at the university to implement the plan. (SW)

ED220047 HE015406

Sheehan, Bernard S.

Decision Support Systems: An Institutional Research Perspective. AIR Forum 1982 Paper.

Pub Date May 82

Note-22p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Administration; *College Planning; *Computer Oriented Programs; *Decision Making; Higher Education; Information Needs; *Institutional Research; *Management Information Systems; Models; Policy Formation; Problem Solving; Simulation; Systems Approach; Trend Analysis

Identifiers-*AIR Forum; Canada; *Decision Support Systems

Ideas that have been developed in the decision support systems (DSS) literature that seem particularly relevant to institutional research, planning, and analysis (IRPA) are reviewed. In addition, a survey of practitioners in Canadian universities that provides new information on the rapidly changing current state of information technology, including DSS and IRPA, is examined. The roots of the study of DSS are traced to the theoretical studies of organizational decision-making done at the Carnegie Institute of Technology and the technical work on interactive computer systems carried out mainly at the Massachusetts Institute of Technology. The DSS approach assumes that effective design depends on the technician's detailed understanding of decision processes and the manager's appreciation of the criteria for developing useful computer-based decision tools. The institutional research literature that encompasses computer-based models was greatly influenced initially by the early research on the use of computer models in university planning and administration done for the Commission on the Financing of Higher Education (the Bladen Commission) in Canada. Among the findings of a 1982 survey of 35 Canadian universities are the following: 80 percent of the departments have computer terminals; 60 percent of the IRPA offices have word processing equipment; most offices are using computer-based simulation for budgeting, planning, space allocation, or scheduling; a quarter of the offices have experience in the use/development of DSS; and less than 15 percent of the offices have been involved in DSS purchases or evaluation. A bibliography is appended. (SW)

ED219518 CE033071

Military Curriculum Materials for Vocational and Technical Education. Laundry/Dry Cleaning Supervisor, 18-4.

Fleet Training Center, Norfolk, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date [82]

Note-743p.

EDRS Price - MF04/PC30 Plus Postage.

Descriptors-Behavioral Objectives; Course Content; Equipment; *Equipment Maintenance; *Laundry Drycleaning Occupations; Lesson Plans; Postsecondary Education; Supervision; *Supervisory Methods; *Supervisory Training; Technical Education; *Units of Study; Vocational Education

Identifiers-Military Curriculum Project

This instructional package for laundry/dry cleaning supervisor training has been adapted from military curriculum materials for use in vocational and technical education programs. The course is designed to train personnel to perform duties in the supervision and operation of a laundry/dry cleaning facility. This instructional package contains both teacher and student materials. The printed instructor materials include an outline of student qualitative requirements and a plan of instruction detailing the units of instruction, criterion objectives, duration of the lessons, and support materials needed. Student materials follow the plan of instruction. The student study guide begins each lesson with objectives and includes information sheets with illustrations. The following lesson topics are included in four units: security control procedures and sanitation standards; customer relations, service orientation, and standards of conduct; assignment and coordination of personnel and work; checking of equipment for compliance with safety standards; maintenence of laundry marking machine; receipt/inspection of laundry/dry cleaning; operation and maintenance of washer, dryer, presses, and dry cleaning unit; manual and automatic shirt folding; laundry schedules and logs; lost or damaged laundry/dry cleaning; flatwork ironer; operation of dry cleaning plant; determination and use of spot removers; assembling and issuing; and classification, stowage, and storage of laundry/dry cleaning material. (KC)

ED219537 CE033168

ABC in Action. A Report from an FEU/CGLI Working Party on the Piloting of "A Basis for Choice" 1979-81.

Further Education Curriculum Review and Development Unit, London (England).
Report No-ISBN-0-85522-099-6
Pub Date Sep 81
Note-139p.; For a related document, see ED 217 138.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adult Basic Education; Adult Education; *Basic Skills; Course Content; Course Descriptions; Curriculum; Curriculum Development; Educational Benefits; Educational Objectives; Employment Potential; Foreign Countries; Guidelines; Instructional Materials; *Job Training; Material Development; *Pilot Projects; Postsecondary Education; *Program Effectiveness; *Program Implementation; Program Improvement; Skill Development; Teaching Methods; Tutors; Vocational Education
Identifiers-*Basis for Choice Course; Great Britain; Tutor Role

Following recommendations published in a report by Britains' Further Education Unit entitled "A Basis for Choice" (ABC), a set of criteria was established to develop a coordinated, nationally recognized framework for a pre-employment course in further education geared for those over the age of 16. During the next 2 years, such a course was piloted and some 20 colleges were monitored and evaluated against ABC criteria. As a result of this evaluation suggestions were made for development of new learning methods and materials that would help students develop various basic skills (literacy and communication, numeracy, manipulative and physical, planning and organizational, social, and employability skills) as well as job-specific skills. Next such possible modifications to the structure and content of ABC were discussed as adding materials in the areas of modern languages, creative work, scientific study, and microcomputer technology. Also addressed were the guidance and counseling roles of ABC tutors. Procedures were developed for uniform validation, certification, profiling, and evaluation in ABC courses. Following analysis of staff development needs and strategies related to ABC, recommendations were made calling for regular staff development workshops. (MN)

ED219575 CE033286

Thomas, Patricia J.; And Others

Navy Women in Traditional and Nontraditional Jobs: A Comparison of Satisfaction, Attrition, and Reenlistment.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No-NPRDC-16-82-01; NPRDC-TR-82-50
Pub Date Jul 82
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Dropouts; Enlisted Personnel; *Females; *Job Satisfaction; *Military Personnel; Military Service; *Nontraditional Occupations; Peer Groups; Research; *Work Attitudes
Identifiers-Military Reenlistment; *Navy

A study examined the effects of two organizational structural elements--gender appropriateness of job assignment and mix of women and men in a work group--upon the attitudes and behavior of Navy women. Effects of being assigned to a traditionally feminine or masculine job were examined and related to attrition, satisfaction, and reenlistment. Effects of being in a male-dominated, balanced, or female-dominated work group on satisfaction, expectations, and intentions toward remaining in the Navy were investigated. Samples of about 1000 men and 1000 women who joined the Navy in 1975 were followed throughout their first enrollment. Results showed that gender composition of work group was not related to the dependent measures. Being assigned to a job traditional for members of one's gender or to one that is nontraditional was not related to women's attrition, satisfaction, advancement, or reenlistment. Among men, rates of attrition and advancement were greater and reenlistment rates were lower for those in jobs considered nontraditional for women. Rates of advancement, migration, and completion of the first enlistment showed no gender differences. (Some conclusions are made based on the entire 4 years of the research.) (YLB)

ED219596 CE033315

Roofing: Workbook and Tests. First-Aid Training.

California Educational Advisory Committee for the Roofing Industry, Sacramento.; California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date 82

Note-67p.; For related documents see ED 203 139, ED 212 816, ED 215 211-212, and CE 033 314.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($5.25).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accident Prevention; *Apprenticeships; Behavioral Objectives; *First Aid; Independent Study; *Injuries; Postsecondary Education; Programed Instructional Materials; *Roofing; *Safety; Tests; Trade and Industrial Education; *Units of Study; Vocational Education; Workbooks

Identifiers-California

This workbook on first aid is one of a series of nine individual units of instruction for roofing apprenticeship classes in California. The workbook covers 12 topics: introduction to first-aid practices; burns; skeletal injuries; spinal injuries; wounds, bleeding, and bruises; emergencies of the heart and blood circulation system; breathing and airway maintenance; head injuries, unconsciousness, fainting, and convulsions; shock; medical emergencies; injuries to the eyes, ears, and nose; and bites and stings. For each topic, student learning objectives and information sheets with line illustrations are given; multiple choice tests corresponding to the topics are provided for teacher use in evaluating student progress. (No answers are given.) Workbook appendixes include safety tips for working with hotstuff, cold-process materials, and ladders, at heights and on hoisting equipment. (KC)

ED219729 CS006762

Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-13p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aptitude; Adult Education; Annotated Bibliographies; Cognitive Processes; *Doctoral Dissertations; Higher Education; *Reading Achievement; Reading Comprehension; *Reading Instruction; Reading Interests; *Reading Programs; *Reading Research; Remedial Reading; Schemata (Cognition); *Study Skills; Two Year Colleges
Identifiers-Prose Learning

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the effects of study guides on content retention and reading achievement among community college freshmen; (2) the effects of schemata and text structure on retention; (3) syntactic cues used in silent reading comprehension by good, average, and poor college readers; (4) the effect of guidance in reading and study skills in the content areas on reading comprehension and course achievement; (5) the usefulness of advance organizers under a variety of experimental conditions; (6) the reading program practices of adult basic education centers in Ohio; (7) the aging process as it affects reading activities and cultural interests of the serious reader; (8) the types and use of context clues reported by mature readers of community college social science textbooks; (9) the efficacy of a diagnostic and prescriptive reading program in changing reading grade levels in technical college students; (10) the effects of a macroorangizer on the prose learning of graduate students with different reading levels; (11) the effects of an interrelated language skills approach on a remedial program for the adult learner; and (12) the effects of imposed processing strategies on the comprehension and recall of text. (FL)

ED219814 CS503884

Hellweg, Susan A.

Motivation and Productivity as a Function of Corporate Climate.

Pub Date May 82

Note-22p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 1-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer); Communication Research; Literature Reviews; *Motivation; *Organizational Climate; *Organizational Communication; *Productivity

The current status of productivity and motivation research, particularly as they relate to communication studies and climate studies, is delineated in this paper, largely by a review of literature in these areas. In the section following the introduction, the problems of defining productivity and its relation to performance and communication are addressed. The next section discusses the various theories of motivation, including arousal, expectance, and equity theories. The following section reviews the three major perspectives on corporate climate. The final section makes several recommendations for future research that focuses upon the relationships among motivation, productivity, and climate and calls for the consideration of some factors often neglected by researchers. (JL)

ED219857 EA014908

Developing and Establishing Local School District Goals. Volume 2 in the PERM Handbook Series.

Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Pub Date Oct 80
Note-76p.; For a related document, see EA 014 907.
Available from-Coordinator, Program Evaluation Unit, Bureau of Research, Planning, and Evaluation, State Department of Education, Box 2219, Hartford, CT 06115 (single copies free).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Board of Education Policy; *Community Involvement; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Models; Parent Participation; School Districts
Identifiers-Goal Development; *Goal Setting; Planning Evaluation and Resource Management Model

To help Connecticut school districts both develop goals and involve the community in the process--phase 1 of the planning, evaluation, and resource management (PERM) model--this handbook discusses goal-setting processes and models. An introduction notes the state's educational goals, outlines the PERM model, and describes the role of goals in comprehensive planning. Section 1 of the document examines goal development, types of goals (institutional, performance, process, and product), the processes involved, the importance of community participation, and the results of goal-setting. The second section presents eight models for involving communities in goal setting, lists steps and tips for implementing each model, and compares the models in terms of costs, time requirements, and other criteria. The eight models include town forums, interviews, surveys, advisory committees, Delphi techniques, the Phi Delta Kappa "game" method, the Fresno Town Meeting approach, and the New Jersey "Our Schools" model. Sample goal statements are also given. Section 3 discusses how to manage the goal-setting process and provides a checklist of activities. The handbook's nine appendices cover state educational objectives, leadership identification processes, sample letters and news releases, guides for group recorders and discussion leaders, and a brief glossary and bibliography. (Author/RW)

ED219896 EC143175

Epanchin, Betty C.; Owen, Michael
Facilitating Multi-Disciplinery Conferences: Requisite Skills.
Pub Date Apr 82
Note-35p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-5).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education; *Emotional Disturbances; Interaction Process Analysis; Interdisciplinary Approach; Parent School Relationship; *Parent Teacher Conferences
Identifiers-*ReEd Program

The Wright School (Durham, North Carolina) is a 24 student, short term residential ReEd program for emotionally disturbed children. A study of the Wright School Admission and Discharge Planning Conferences was undertaken to determine the level of conference participation by people in various roles and the nature of the topics being discussed during the conference. Every 30 seconds the observers recorded the topic being discussed and the role of the person speaking. Conference participants--who usually included day and night teacher counselors, the liasion teacher counselor, a parent, a child, a psychiatric/psychological consultant, and at least one person from the child's home school or mental health clinic--were also asked to complete a conference satisfaction questionnaire. Among findings were that mean length of conferences was 53 minutes; the topic receiving the greatest attention was school behavior, followed by home behavior; parents, as a group, are the most active participants; and participants rated the conferences very highly. Tables with statistical data are included as well as implications of findings, a copy of the questionnaire, and a sample observation form. (SW)

ED219939 FL013078

English Teachers' Journal (Israel), No. 26.
Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.
Pub Date Jan 82
Note-88p.
Available from-English Inspectorate, Ministry of Education and Culture, P.O.B. 292, Jerusalem, Israel.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academically Gifted; Applied Linguistics; *Class Activities; Cognitive Processes; Educational Television; *English (Second Language); Expository Writing; Hebrew; *Humanistic Education; Learning Centers (Classroom); Learning Theories; Poetry; Puppetry; *Second Language Instruction; Slow Learners; *Teaching Methods; Writing (Composition); *Writing Instruction
Identifiers-*Israel

The following articles on teaching English as a second language appear in this issue: (1) "Information for English Teachers" (on testing, literature, teaching reading skills, English in the weakest streams, and new publications); (2) "Relevant Issues in Contemporary Humanism--R.I.C.H.," by O. Zohar; (3) "Matriculation Research Papers in English," by D. Vardi; (4) "Teaching Poems," by O. Vogel; (5) "On Poems of Suffering by W. H. Auden and by G. Milosz," by Y. Allony-Fainberg; (6) "An Appraisal of Approaches to Learning and to Language Learning," by S. Been; (7) "Applied Linguistics at Lund," by N. Berkoff; (8) "Educational Centers in English," by G. Bekerman and I. Lapid; (9) "The Use of the Puppet-Theater in the English Lesson," by I. Tamir; (10) "Composition--Approaches and Evaluation (Part II)," by H. Stern; (11) "Teachers' Experiences in Teaching Gifted Children," by Dr. Zelicovici, M. Appelbaum, R. Lahav and V. Kardosh, and M. Unger; (12) "Can Thinking Habits Be Improved through the Teaching of English?" by E. Einhorn and G. Shoshani; and (13) "News from the Instructional Television Centre," by S. Been, D. Ben-Meir, and S. Kronfeld. Letters to the editor and synopses in Hebrew of the articles and features complete the issue. (AMH)

ED219982 HE014389

Haglund, Elizabeth, Ed.

Remembering the University of Utah.

Report No-ISBN-0-87480-191-5
Pub Date 81
Note-237p.
Available from-University of Utah Press, Salt Lake City, UT 84112.

Document Not Available from EDRS.

Descriptors-*College Environment; *Educational History; Higher Education; *Institutional Characteristics; Institutional Role; School Community Relationship; *State Universities; Student College Relationship

Identifiers-*Institutional History; *University of Utah

Nineteen essays comprise this personal and historical look at the University of Utah and the relationship between the university, its people, and the community. Essays include: "One Cannot Live Long Enough to Outgrow a University" (Ramona Wilcox Cannon); "Ever in the Freshness of Its Youth" (G. Homer Durham); "The Final Payoff" (David W. Evans); "This Was the Place for Me" (Thomas J. Parmley); "A Means to a Very Specific End" (Merlo J. Pusey); "Gone the Meadowlarks" (Sydney W. Angleman); "It All Happened Very Quietly" (Fawn M. Brodie); "To Love the Game beyond the Prize" (James R. Jack); "It Is the Love of Books I Owe Them" (Wallace Stegner); "The University Reflects in Miniature the Nation as a Whole" (LeRoy Eugene Cowles); "More Than Any Other Place On Earth" (Dorothy Snow); "Artist on Campus" (Lowell M. Durham); "A Shovelful of Live Coals" (William Mulder); "To Draw Vision to a Distant Horizon" (Paul W. Hodson); "The Gift Made Possible" (Alberta Henry); "Look Homeward, Angel" (Jack H. Adamson); "From Innocence to Sophistication" (Sterling M. McMurrin); "That Space and Sunlight" (Teodor Berg); and "A Living Tribute to the People of Utah" (David Pierpont Gardner). A brief introduction is provided that discusses the beginnings of the University. (LC)

ED220014 HE015373

Hodgkinson, Virginia; Thrift, Julianne Still

Recent Trends in Financial Aid to Students Attending Independent Colleges and Universities.

National Inst. of Independent Colleges and Universities, Washington, DC.
Pub Date Aug 82
Note-14p.; Some tables may not reproduce well due to small print.
Available from-National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Dependents; Eligibility; Family Income; *Federal Aid; Higher Education; Minority Groups; National Surveys; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Private Colleges; Student Characteristics; *Student Financial Aid; *Student Loan Programs; Trend Analysis; *Undergraduate Students
Identifiers-Guaranteed Student Loan Program; Pell Grant Program

Trend data on federal financial aid to students attending private colleges and universities are reviewed, based on a 1981-1982 survey of student aid records from a national sample of aid recipients attending 122 independent schools with enrollments of more than 500 students. Findings include the following: of the approximately 1.8 million undergraduates enrolled at independent institutions, 999,000 (55.7 percent) received some form of financial aid. Although total undergraduate enrollment increased almost 2 percent between 1979-1980 and 1981-1982, the percentage of total undergraduate aid recipients dropped from almost 60 percent of total undergraduate enrollment in 1979-1989 to 56 percent in 1981-1982. The number of undergraduate students in these institutions receiving aid dropped by about 16 percent, which is counter to trends in public institutions. The number of dependent undergraduate aid recipients from families with incomes in the $6,000 to $24,000 range declined dramatically. In addition, there was a decline of almost 18 percent in the amount of Pell Grant funding to students attending independent institutions, and almost a 10 percent decrease in the number of Pell Grant recipients. There was a major increase in institutional need-based aid: the percentage of recipients increased from 45 percent in 1979-1980 to 55 percent in 1981-1982, and the average institutional award increased by 19 percent. The number of students participating in the Guaranteed Student Loan program during the 2-year period doubled, and the average loan increased by 27 percent. The proceeds of self-help efforts (loans, work, student savings) averaged 41.4 percent, an increase of over $1,000 per student over 1979-1980 levels. There also was an indication that minority participation declined in the 2-year span. (SW)

ED219638 CE033446

Johnson, Kirk A.; And Others

An Evaluation of Individualized, Job-Specific Maintenance Training.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No-NPRDC-14-78-5; NPRDC-TR-82-53
Pub Date Jul 82
Note-77p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education; *Computer Managed Instruction; Cost Effectiveness; Educational Research; *Efficiency; Flight Training; *Individualized Instruction; *Job Training; Maintenance; *Military Training; Program Effectiveness; *Technical Education; Vocational Education

Identifiers-*Navy; Power Plant Operators

A study evaluated the efficiency of job-specific training in military technical areas other than electronics. It sought to determine whether individualized, computer-managed instruction (CMI) can be used to avoid some of the administrative difficulties common to more conventional forms of job-specific training, and it sought to determine the cost-effectiveness of this form of instruction. Individualized, job-specific courses were developed for three organizational-level billets in an A-7E squadron--power plant maintenance technician, structures/hydraulics maintenance technician, and plane captain. The courses were supported by the Navy's CMI system. Students, trained in the job-specific courses, tended to do better than conventionally-trained counterparts on a series of written and performance tests. They were rated about the same by supervisors on the job. Training time for the power plant and structures/hydraulics maintenance technicians were reduced by about one half. For plane captains, the reduction was only about 10 percent. Use of CMI alleviated many administrative difficulties. It was suggested that the initial high cost of material development could be offset in the future by training time reductions. Appendixes include outlines of course content and results of tests and questionnaires. (YLB)

ED219660 CG016083

Wachowiak, Dale; Diaz, Sandra

Interpersonal Attraction in the Counseling Relationship.

Pub Date Mar 82

Note-33p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior; Congruence (Psychology); *Counselor Characteristics; *Counselor Client Relationship; *Counselors; *Counselor Selection; Credibility; Emotional Response; *Interpersonal Attraction; Literature Reviews; Models; Physical Characteristics; Rapport

Murstein's Stimulus-Value-Role theory of dyadic relationships, in which attraction depends on the exchange value of the assets and liabilities each person brings to the situation, is employed as a foundation for this review of the literature on interpersonal attraction in the counseling relationship. A three-stage model, accounting for both counselor and client attraction, as well as the growth or decline of attraction across the duration of the relationship, is presented in detail. Each stage (stimulus, value, role) of the model is depicted first from the perspective of the client, then from that of the counselor. The materials explain that existing data point to certain key variables as critical to maintaining the equity necessary for attraction at each stage of the developing relationship. These variables are presented, and the role of each in the development of counselor and client attraction is discussed. (Author/JAC)

ED219683 CG016107

Remer, Rory

An Empirical Examination of Confrontation Efficacy II.

Pub Date Mar 82

Note-61p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). For related document, see CG 016 106.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Assertiveness; *Behavior Change; Behavior Patterns; Change Strategies; College Students; *Conflict Resolution; *Emotional Response; Higher Education; *Interpersonal Relationship; Intervention; *Males; Models; *Peer Acceptance

Identifiers-*Confrontation

Social psychologists have studied interpersonal conflict by examining styles of conflict resolution such as negotiation/bargaining. Counseling psychologists have attempted to address these concerns through assertiveness and aspects of parenting training. In a previous study, a three-component confrontation model--specified behavior, emotional reaction, consequence of behavior--was examined for use with female confrontees. In a replication of that analogue study of angry confrontation between friends, subjects were 56 male college students who completed the Expressed Attitude Toward Confrontation Questionnaire (EATCQ). Results indicated that the complete model (all three components present) had as great or significantly greater impact both statistically and practically than any other combination of components or the "no component present" condition on every one of the nine outcome measures employed. Findings were consistent over both male and female confronters. The results suggest that direct, concise criticism, while potentially threatening, may provide a basis for negotiating changes with male friends whether done by males or females. (Author/JAC)

ED219771 CS207102

Brunton, Max, Ed.

Language Arts Curriculum Guide. Second Edition.

Parkrose Public Schools, Portland, Ore.
Pub Date 81
Note-67p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Course Objectives; Drama; Elementary Secondary Education; *English Curriculum; Humanities Instruction; Journalism Education; *Language Arts; *Language Skills; Listening; *Literature Appreciation; Middle Schools; Novels; Poetry; Reading Instruction; Short Stories; Speech Instruction; Spelling Instruction; *Writing Instruction

Language arts course statements for grades 7 through 12 are presented in this curriculum guide. Content areas for each grade level are as follows: grade 7--reading, writing, and spelling, with certification required in reading; grade 8--reading, writing, and spelling; grade 9--writing, speaking, and listening, with certification required in each area; grade 10--writing (description, narrative, and exposition); grade 11--writing (exposition and third person form); and grade 12--writing and literature. Course statements are provided for the following areas: reading and writing analysis, speech, drama, basic skills, journalistic writing, the novel, the short story, poetry, language study, college preparatory English, senior English, Shakespeare, school yearbook, school newspaper, global studies, humanities, reading, and writing. The statements indicate grade level, length of course, term hours, and prerequisites and provide course overviews and goals. (HOD)

ED219961 FL013156

Young Adults in America. A Booklet for [Cambodian] Refugees in Their Late Teens.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Pub Date 81

Note-44p.; For related documents, see FL 013 154-158.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment); Adolescents; *Bilingual Instructional Materials; *Cambodians; Career Planning; *Cross Cultural Training; Drinking; Drug Use; Educational Opportunities; Family Relationship; Friendship; Housing; Laws; Money Management; *Refugees; Stress Variables; *Young Adults

Young persons in their late teens have problems and concerns that are different from those of persons who are younger or older. This booklet recognizes this fact and discusses some aspects of American life that might be of particular interest to young people of Khmer origin. It gives information that will be helpful in making knowledgeable decisions in the context of U.S. society and culture. The information is arranged according to the following topics: (1) laws that affect young persons; (2) various categories of relationships; (3) different possibilities of living arrangements; (4) money; (5) educational opportunities; (6) careers and jobs; (7) alcohol and drugs; (8) coping with stress; and (9) information on where to get personal help and various written materials. The guide is printed in both English and Khmer to facilitate use by Americans and Khmer young adults who may be working together. (AMH)

ED219499 CE032096

Ciavarella, Michael A., Ed.

Community Education Expansion and Outreach Linkages: Impact on Adult Education.

Shippensburg State Coll., Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [81]

Note-184p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Basic Education; Adult Education; Advisory Committees; Advocacy; *Agency Cooperation; *Citizen Participation; *Community Education; *Community Resources; Coordination; Educational Cooperation; Financial Support; Low Income; Models; Needs Assessment; Older Adults; *Outreach Programs; Rural Areas; School Community Relationship; Student Recruitment

Identifiers-*Linkage; Resource Utilization

This compendium of seven essays attempts to illustrate and/or demonstrate that community linkages are possible and community resources must be utilized in adult education. It begins with an introduction to the theme of the essays and the essays themselves. The first essay describes a unique linkage model that integrates adult basic education (ABE) with the career development of employees in industry. Emphasis in the second essay is on awareness and informational strategies that are especially effective when the leadership of the school, of the adult education staff, and of the community share in advocacy activities. The third essay deals with developing and utilizing a community education advisory council and its application to adult education and the needs assessment process. The fourth essay proposes a plan for meeting the ABE needs of the elderly in a low-income geographic area. Strategies are reviewed in the fifth essay for the purpose of recruiting ABE clientele for three types of community education sites. The sixth essay explores approaches for delivering ABE to sparsely populated rural communities. The seventh essay presents a model approach for program linkage and for alternative funding sources for adult education. (YLB)

ED219555 CE033254

Government Limitations on Training Innovations. A Construction Industry Cost Effectiveness Project Report. Report D-2.

Business Roundtable, New York, NY.
Pub Date Mar 82
Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Apprenticeships; *Building Trades; Construction Industry; Cost Effectiveness; *Educational Innovation; Expenditure Per Student; Federal Legislation; *Federal Regulation; Labor Education; Operating Expenses; Postsecondary Education; Program Costs; Research; Trade and Industrial Education; Validated Programs; Wages

Identifiers-*Bureau of Apprenticeship and Training; *Davis Bacon Act

A study team researched impediments to the use of modern skill training methods in construction that have been caused by the U.S. Department of Labor. The problem that the study sought to define was whether the Labor Department impedes use of training innovations through the combined effect of the regulations promulgated by its Bureau of Apprenticeship and Training (BAT) and its administration of the Davis-Bacon Act. It was found that most training in open-shop construction is carried on by large contractors in programs tailored to individual needs or by associations of open-shop contractors. Very few of these programs have been approved by BAT, which has shown a strong preference for traditional programs run by joint labor-management committees. Refusals to register a program have placed a heavy financial burden on organizations sponsoring new and innovative training programs, since Davis-Bacon regulations permit only workers in registered apprenticeship programs to be paid training wages (less than the established journeyman minimum). It was recommended that (1) BAT reexamine its policies concerning approval of craft-training programs, since current procedures deny approval to non-union or independent training programs; and (2) the administration of prevailing wage laws should be changed to recognize that much construction work does not require all the skills of a journeyman, but rather of a helper or subjourneyman. (YLB)

ED219708 CG016132

Murphy, Joseph K.; Labbe, Elise E.

Weight Loss: Subject Compliance with Prescribed Behaviors.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Behavior Change; *Body Weight; *Change Strategies; Counseling Techniques; Dietetics; *Eating Habits; Followup Studies; *Obesity; *Program Effectiveness

In the past few years, a comprehensive behavioral treatment program has often been the treatment of choice for obesity. The basis for these techniques is the energy balance model of weight control. Obese adults (N=28) completed a 10-week behavioral weight control program and were subsequently monitored during a 2-year follow-up period. During treatment, subjects received a manual describing 12 behaviors designed to facilitate weight loss. Although the results indicated that self-reported compliance with the behaviors was variable, compliance with particular behaviors was significantly related to both treatment and follow-up weight loss. The findings indicate the importance of establishing a negative energy balance; i.e., after initial weight loss has occurred, subjects must continue to monitor their caloric intake. (Author/JAC)

ED219750 CS206869

Adams, Karen Irene

Multicultural Representation in Children's Books.

Pub Date [81]

Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Discrimination; *Childrens Literature; *Content Analysis; *Cultural Pluralism; Disabilities; Ethnic Groups; Evaluation Criteria; Females; Illustrations; Language Styles; Regional Characteristics; Religion; Socioeconomic Status; *Textbook Content; *Textbook Research

Fifty-seven children's books of accepted literary worth were evaluated for quantity and quality of multicultural representation. For evaluation, the cultural groups represented in the books were arranged under nine headings: females, age, socioeconomic status, religion, handicaps, ethnic background, regional culture, language, and illustrations. The books were composed of two sets: 32 Newbery Award books from 1950 to 1981, and 25 children's classics ranging from 1697 to 1934 in original publication dates. First the books were read in random order by the researcher. During this reading and evaluation process, an outside person read two books from the first third of the books read and evaluated, two from the middle third, and two from the final third. These outside evaluative findings were then compared with the researcher's to see if a change factor in the evaluative process had occurred. To avoid reader fatigue, the researcher read no more than 1.5 hours without a 10-minute break. Findings showed that books of accepted literary worth did offer quality multicultural representation, though no books met the acceptable criteria levels for all nine categories. Of the 57 books examined, 21 proved acceptable. Broken into sets, 3 of the 25 classics and 19 of the 32 Newbery books were acceptable. The four categories with the highest percentages of acceptable responses were socioeconomic status, females, age, and regional culture. Comparing the two sets of books with one another, the pattern showed that acceptable multicultural representation increased with time--the acceptability percentages being consistently higher for Newbery books than for classics. (HOD)

ED219793 CS207147

Kincaid, J. Peter; And Others

Field Test of the Verbal Skills Curriculum.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No-TAEG-TR-128

Pub Date Aug 82

Note-41p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Evaluation; Curriculum Research; *English (Second Language); *Enlisted Personnel; Language Proficiency; Language Research; *Listening Skills; Program Costs; *Spanish Speaking; *Speech Skills; Training Methods; Verbal Ability

Identifiers-*Naval Training

A verbal skills curriculum program, designed for use with United States Navy recruits with deficiencies in English language listening and speaking skills was field tested at a recruit training station in Florida. The curriculum was self-paced and was composed of three learning modules: Navy-related vocabulary, grammatical structures, and language fluency. Subjects were 45 recruits, mainly from Puerto Rico, who completed the program in a 15-day course of study. A variety of reading and English fluency tests were administered as pretests and posttests to the recruits and to a control group. Results showed that the attrition rate was significantly lower for recruits in the program than for those in the control group. While English listening and speaking skills also improved, an economic analysis showed that these gains were achieved only with significant increases in costs associated with each recruit completing training. (An appendix contains excerpts from the curriculum guide.) (FL)

ED219815 CS503890

Anderson, Robert J.; And Others
The Condition and Needs of the Live Professional Theatre in America. Phase I Report: Data Collection and Analysis. Executive Summary.
Mathematica, Princeton, N.J.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Pub Date 14 Mar 78
Contract No-PC-77-28
Note-23p.; For related document see CS 503 891.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acting; Drama; *Employment Patterns; Financial Problems; Labor Conditions; *Money Management; *Occupational Surveys; *Research; Theater Arts; *Theaters; Use Studies

This report presents a summary of the results of the first phase of a two-phase study of the condition and needs of the live professional theatre in America since the mid-1960s. Data contained in the report were collected and analyzed on the following aspects of the theatre: activity, audience, earnings, employment, facilities, finances, labor force, and innovations. Among the findings presented are (1) one out of every ten adults attended a live professional theatre performance in the past year and one in three attended some kind of theatrical performance; (2) attendance on Broadway has shown no long term tendency to increase or decrease; (3) the number of new plays produced each year has doubled since 1969; (4) the current cost of producing a Broadway musical has increased at a rate of approximately 5% per year since the mid-1960s; (5) the cast size of musicals produced on Broadway has fallen; (6) there is a relatively rapid growth in the size of the theatre labor force as measured by the rates of growth of membership in unions and associations representing theatre artists; (7) increases in weekly wage rates in theatre occupations generally have equaled or exceeded the rate of inflation; (8) many theatre professionals derive almost as much of their total income from outside employment as they do from the theatre; and (9) the struggle to remain financially viable has assumed other forms, including new methods for increasing revenues and new production and management methods. The report concludes that the theatre may be in for a period of retrenchment if substantial new sources of revenues are not found. (HOD)

ED219836 EA014476

The Best of the Best of ERIC. Volume 3.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Note-128p.; For related documents, see ED 136 325 and ED 163 620.
Available from-Publications, ERIC Clearinghouse on Educational Management, School of Education, University of Oregon, Eugene, OR 97403 ($7.75; quantity discounts; orders must be prepaid).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Role; Annotated Bibliographies; Attendance; Declining Enrollment; Discipline; *Educational Administration; Educational Vouchers; Elementary Secondary Education; Energy Conservation; Extracurricular Activities; Mainstreaming; Merit Pay; Minimum Competencies; School Based Management; School Closing; School Law; Staff Development; Stress Variables; Student Promotion; Teacher Dismissal; Teacher Motivation; Teacher Supervision

Intended as a reference volume for elementary and secondary school administrators, this annotated bibliography is divided into 20 chapters on topics of current interest in the educational field. A total of 307 annotations of documents and journal articles that have been indexed in the ERIC system are included. The materials selected for inclusion cover major issues and proposed solutions to problems concerning such topics as mainstreaming, school law, discipline, stress, teacher dismissal, vouchers, merit pay, and teacher supervision. (WD)

ED219877 EA014928

Gelder, Amanda; Maggs, Alex

Direct Instruction Microcomputing in Primary Schools: Manipulation of Critical Instructional Variables.

Spons Agency-Australian Education Research and Develonment Committee, Canberra.

Pub Date Jul 82

Note-21p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference. College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Academic Achievement; Classroom Techniques; Computer Literacy; *Computer Science Education; Elementary Education; Foreign Countries; Methods Research; Models; Statistical Analysis; Tables (Data); Teacher Effectiveness; *Teaching Methods

Identifiers-Australia (Sydney); *Direct Instruction Model

A test of the effectiveness of the direct instruction model as an instructional method was conducted in Sydney (Australia) by administering pre- and post-tests to fifth and sixth year students taught computer literacy and computer programming skills in specially designed 5-week courses. Nine schools, some independent and some government-administered, participated in the study, which randomly assigned each of 31 classes comprising over 1,000 students to 1 of 4 instructional methods. Statistical analysis of the results indicated that the most highly structured direct instruction was the most effective. This method featured structured oral presentation of rules, class oral repetition of the rules, emphasis of the rules in written materials, varied response formats, close teacher supervision of written work, and provision of correction and reinforcement after each exercise. The least effective method involved presentation of examples by the teacher before the relevant rules were described, repetition of the rule by randomly selected individual students only, deemphasis of rules in written materials, a constant response format, no teacher supervision of written work, and inconsistent use of correction and reinforcement. A side benefit of the study was the effective exposure of hundreds of students to computers and computer use. (Author/PGD)

ED219897 EC143176

Tindal, Gerald; And Others

A Data-Based Special Education Delivery System: The Pine County Model.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.

Pub Date Apr 82

Contract No-300-80-0622

Note-39p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-25).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Problems; *Decision Making; Disabilities; Elementary Secondary Education; Individualized Education Programs; *Learning Disabilities; *Models; Program Development; Program Evaluation; Reading; Recordkeeping; Records (Forms); Student Behavior; Student Evaluation; *Teamwork

Identifiers-Minnesota (Pine County)

The Pine County (Minnesota) Special Education System has adapted a database for use in decision making regarding programs for learning disabled and behavior problem students. The system is used for decisions in seven areas: identification, initial assessment, eligibility determination, individualized education program (IEP) selection, IEP development, IEP implementation review, and program review. Within each decision area, the perspective underlying the model for that decision is presented along with two case examples which clarify the data organization and decision making for two behaviors, reading and social behavior. For each decision, a student support team (usually the principal, psychologist, classroom teacher, and special education teacher) is convened, which reviews the data, completes the form, and makes the decision. Sample forms are included. (SW)

ED219538 CE033188

Vegso, Kathryn A.

Adult Resource Center--A Community/University Project.

Pub Date Mar 82

Note-15p.; Paper presented at the American Personnel and Guidance Association (APGA) Annual Meeting (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education; *Adult Learning; *Adult Students; *Career Counseling; Career Development; Career Guidance; *Career Planning; Educational Innovation; Educational Needs; Lifelong Learning; *Peer Counseling, Postsecondary Education; Program Development; Program Evaluation; *Resource Centers

Identifiers-University of Akron OH

Cooperative planning, based upon a decade of reentry programs for adults, culminated in the establishment of a public service known as the Adult Resource Center at the University of Akron (Ohio). Located in a renovated building between the campus and the downtown community, the Adult Resource Center serves as a liaison with social service agencies, businesses, and other educational units in a 10-county area. The Center provides guidance to adults in deciding if, when, or where they want to continue to learn. The center serves 700 persons per month, providing individual and group career/life planning services from learning consultants--peer counselors who have made changes in their own lives and recognize the value of continuing to learn. The Center also provides programs of career alternatives for educators, faculty development for new learners, academic advisement, outplacement services, retirement planning, and management development. Much of the success of the Center is based on a continuing evaluation process to determine the needs of adults and the effectiveness of the service. Future directions of this human resource development service will be determined by many factors, such as educational budgets, changes in the work place, increased needs for marketing strategies of admissions personnel in postsecondary institutions, improved technology which may make the service available in the home or work place, and increased needs of professionals and retired persons. (Author/KC)

ED219576 CE033287

The Army Needs to Improve Individual Soldier Training in Its Units. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No-FPCD-81-29
Pub Date 31 Mar 81
Note-90p.; Best copy available.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five free; thereafter $3.25 each, bound; $1.00 each, unbound; quantity discounts available).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Armed Forces; *Enlisted Personnel; *Military Training; Outcomes of Education; *Personnel Evaluation; *Program Effectiveness; Program Evaluation; Surveys; Vocational Education
Identifiers-*Army

A study was conducted to determine whether unit level individual skill training is being provided to prepare Army enlisted personnel to perform critical job tasks within their military occupational specialty (MOS). The General Accounting Office reviewed the Army's skill training programs at 10 active units in the continental United States and five active units in Europe and administered questionnaires to more than 6,300 soldiers throughout the Army. Results showed that 54 percent of the noncommissioned officers believed only half or fewer of the soldiers they supervise were adequately trained for combat duty in their MOS. Factors impeding effective training were shortage of experienced trainers, high personnel turnover rates in operational units, and lack of functional training equipment and ammunition. It was recommended that the Army's management oversight system for training be strengthened by increased monitoring of programs and improved evaluative information. It was found that the Army has recently announced initiatives to improve individual skill training effectiveness, including assignment changes to make more trainers available, rotation policy changes, and an extended basic training program. (Appendixes include questionnaires and lists of units reviewed.) (YLB)

ED219597 CE033316

Sander, Stephen I.; Duffy, Thomas M.

Reading Skills, Reading Requirements, Learning Strategies, and Performance in Navy Technical Schools. Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No-NPRDC-15-82-03; NPRDC-TR-82-55

Pub Date Aug 82

Note-36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Adult Education; Educational Research; *Military Schools; Military Training; *Readability; *Reading Ability; Reading Achievement; Reading Skills; Vocational Education; *Vocational Schools

Identifiers-*Learning Strategies; *Navy

The relationship was examined between the reading grade levels (RGLs) of 5797 students and their performance in 46 Navy technical training schools. All incoming students to 41 Navy Class "A" schools and 5 Basic Electricity and Electronics strands were administered the Nelson-Denny Reading Comprehension Test and a learning strategies inventory. The performance of each student was recorded along with other measures such as Armed Services Vocational Aptitude Battery scores, age, years of education, and primary language spoken. The relationship between RGL and performance was found to be small. In self-paced, but not in group-paced, schools, the relationship between reading skills and school performance was a function of the amount and relative difficulty of the reading required. In self-paced courses, increasing the difficulty of the text resulted in a decrease in the relationship between student reading skill and school performance. When the text was very difficult, students seemed to turn to other means of learning, and reading skill became less important. When students used a variety of learning materials and strategies to compensate for and augment the text, no specific strategy was found to relate strongly to performance. (Appendixes include some survey results.) (YLB)

ED219618 CE033353

Scharmann, Larry, Ed.; Lay, Gary, Ed.
Energy Efficiency for Automotive Instructors.
Nebraska State Energy Office, Lincoln.
Pub Date [80]
Note-29p.; For related documents see CE 033 352-356.
Available from-Nebraska Energy Office, P.O. Box 95085, Lincoln, NE 68509 ($2.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auto Mechanics; Behavioral Objectives; *Conservation Education; Curriculum Guides; *Energy Conservation; *Fuel Consumption; Fuels; Fused Curriculum; Guidelines; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; *Technical Education; Vocational Education
Identifiers-*Automobiles; Automotive Fuel Systems; Brakes (Automotive); Driver Performance; Ignition Systems; Suspension Systems (Automotive); Transmissions (Automotive)

Intended primarily but not solely for use at the postsecondary level, this curriculum guide contains six units on energy efficiency that were designed to be incorporated into an existing program in automobile mechanics. The following topics are examined: drivers and public awareness (relationship between driving and fuel consumption); ignition systems (modifications that can be performed on the electrical system to maximize fuel efficiency); the fuel system (correct adjustments, calibrations, and possible modifications of the carburetor and fuel pump); brakes and suspension systems (alignment, shocks, wheel balance, tires, brakes, and their effect on driver comfort and vehicle fuel economy); transmissions (ways to conserve energy); and alternate fuel sources (including engine modifications necessary for their utilization). Covered in each lesson are unit rationale, necessary advanced preparations, anticipated instructional time, guidelines for implementing the unit, unit activities, and unit references. (MN)

ED219661 CG016084

Clark, Maxine L.

Social Stereotypes and Self Concept.

Pub Date Mar 82

Note-20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Attitudes; College Students; *Ethnic Stereotypes; Higher Education; Racial Attitudes; *Self Concept; *Self Evaluation (Individuals); Sex Differences; *Sex Stereotypes; *Social Attitudes; Social Cognition

Identifiers-*Group Attitudes

Group- and self-identity are issues that have concerned sociologists and psychologists over time. Although the importance of group attitudes has been well established theoretically as an element in self-evaluations, empirical evidence has lagged. To investigate the relationship between racial and gender stereotypes and self-concept, black (N=51) and white (N=66) college students were asked to describe self, black, white and Asian Americans, women and men. They also rated 84 adjectives on a favorability scale. Results showed differences in social stereotypes of black and white students. The highest favorability scores were associated with self ratings, while the least favorable stereotype was that held of white Americans. Women had higher favorability scores than men. In general, the findings suggest that social stereotypes are related to self-concept, but the extent of this relationship depends on the type of social stereotype assessed, the dimensions of self-concept studied, and the race and sex of subjects measured. (Author/JAC)

ED219858 EA014909

Streat, W. L.

The Innovations Program 1974-81: Constructing an Approach to Planned Change in Australian Education.

Pub Date Apr 82

Note-198p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Change Agents; *Change Strategies; *Community Involvement; Community Role; *Educational Change; *Educational Innovation; Elementary Secondary Education; Federal State Relationship; Foreign Countries; Government School Relationship; National Programs; *Program Implementation; School District Autonomy; Tables (Data)

Identifiers-*Australia; *Innovations Program (Australia); Politics of Education

The Innovations Program, established by the Australian Schools Commission in 1974, was a small national program aimed at fostering local actions for change in Australian primary and secondary education. In this report, the author begins by examining different approaches to educational innovation and reviewing the literature on innovation. Part 2 analyzes the need for change in Australian education. It describes the historical and political contexts of the Innovations Program, noting long-term enrollment increases, educational uniformity, recent organizational changes, the national government's relationship to the states, and the emphasis on local initiatives for change. Implementation of the Innovations Program is covered in part 3, which recounts the program's development from 1974 to 1980 and discusses aims, values, priorities, the roles of "innovators" (teachers, students, and community members) and "counselors" (innovation stimulators and supporters), and the need to fit innovations to local contexts. For illustration, an Innovations Program project is traced in detail from conception to completion. Part 4 discusses issues and reflections arising from the Innovations Program, involving teacher and principal roles, national-local relations, product versus process emphases, and other issues. Conclusions about growth points for school-level innovation are presented, as is an assessment of the Innovations Program. (Author/RW)

ED219919 EC150009

Frisbie, Dick, Ed.; Slater, Kenneth, Ed.

Family Support Project. Final Report for the Period of January 1, 1979 Through September 30, 1979.

Community Mental Health Board, Lansing, MI.

Pub Date 31 Oct 79

Note-69p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Programs; *Delivery Systems; *Family Programs; Program Descriptions; Program Effectiveness; Questionnaires; Respite Care; *Severe Disabilities; *Severe Mental Retardation; *Social Services

Identifiers-Family Support Project MI

The Family Support Project in Lansing, Michigan, provides a variety of family support services to help maintain severely mentally and severely multiply impaired children in their own communities, and whenever possible, in their own homes. Services offered include case management, family therapy, respite services, special needs purchases, administration, program evaluation, and a parent task force serving in an advisory capacity to project staff. Among results from 9 months of operation are that efforts to outreach families with children residing in state institutions were hindered by confidentiality and release of information regulations; that the most highly used services were those of local schools; and that three basic need areas expressed by families were parent to parent support as early as possible, specialized training opportunities for family and staff who care for children, and additional short and long term community residential alternatives. Other findings related to project goals are that: the proportion of families maintaining their children in the community or in their own homes was not increased; eligible families received a number of support services not previously available to them; and the levels of intervention and assistance to individual families were not reduced. Among recommendations were that an official emergency respite service system be established as part of an agency wide on-call system in response to participant needs for special assistance on a 24 hour basis. Appended are an outline on national family programs and services, a table comparing family subsidy/support programs in selected states, a fee schedule, a list of special needs purchases, a copy of the "Quality of Life Questionnaire" administered to families, a satisfaction questionnaire, and a summary of previous project issues. (SW)

Cross Currents; Communication/Language/Cross-Cultural Skills, Volume VIII, Number 2.

Language Inst. of Japan, Odawara.
Pub Date 81
Note-117p.
Available from-The Language Institute of Japan, 4-14-1 Shiroyama, Odawara, 250, Japan ($6.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aural Learning; Business English; *Communicative Competence (Languages); Cultural Awareness; Cultural Differences; *English (Second Language); Listening Comprehension; Poetry; Postsecondary Education; Secondary Education; *Second Language Instruction; *Second Language Learning; Speech Communication; Technical Writing; Verbs; Videotape Recordings
Identifiers-Total Physical Response

The following articles on second language teaching techniques, English as a second language, and cross cultural communication are included: (1) "'Honne' and 'Tatemae': Tools for Developing Communicative Competence in a Second Language," by Gregory J. Thompson; (2) "Using Video-Taped Movies with Advanced ESOL Students," by Steven C. Linke; (3) "Teaching the English Verb System with Authentic Discourse," by Roberta G. Abraham; (4) "Oral Presentations in the ESP Classroom: Real World Simulation for Business/ESL Students," by Thomas M. Johnson; (5) "A New Look at Total Physical Response," by Dale T. Griffee; (6) "Incorporating Poetry in ESL Instruction," by Mary Ann Christison; (7) "The Scientific Manuscript: Overview and Guidelines for the ESP/ST Instructor," by John Christopher Maher; (8) "The Semi-Free Conversation Technique," by Linda Enga; and (9) "The Aurally-Based Lesson," by Harold Surguine. (EKN)

ED219983 HE014959

Dutile, Fernand N., Ed.

Legal Education and Lawyer Competency. Curricula for Change.

Report No-ISBN-0-268-01264-4
Pub Date 81
Note-160p.
Available from-University of Notre Dame Press, Notre Dame, IN 46556 ($15.00).

Document Not Available from EDRS.

Descriptors-Apprenticeships; Competence; Computer Assisted Instruction; Counselor Client Relationship; Curriculum Development; Experiential Learning; *Field Experience Programs; Higher Education; Instructional Innovation; *Law Schools; Law Students; *Legal Education; *Professional Education

Resulting from a conference co-sponsored by the Notre Dame Law School and the American Bar Association (ABA), this book explores recent innovations in legal education, specifically those "apprenticeship" programs in clinical and client counseling. Papers include: "The Problem of Teaching Lawyer Competency" (Fernand N. Dutile); "Opening Remarks" (S. Shepherd Tate); "The Need for Greater Emphasis on Skills Development" (Roger C. Cramton, Alvin B. Rubin, Richard Nahstoll, and John Cribbet); "Teaching and Testing Clinical Skills" (David Barnhizer, James Brill, Ronald Staudt, and Dean Rivkin); "Effective Teaching of Litigative Skills" (Kenneth Brown, Fred H. Bartlit, John Powers Crowley, Robert Hanley, James Seckinger, and Robert Keeton); "Effective Teaching of Lawyer's Function, Role, and Responsibility (Professional Responsibility, Legal Profession, and Management of Legal Work)" (Samuel Smith, Roberta Ramo, Norman Redlich, and Francis H. Musselman); "The Non-Conventional Third Year--including Counseling and Interviewing" (Willard Pedrick, Thomas Shaffer, Sam F. Fowler, Jr., Gary Munneke, and Donald Berman); "Negotiation and Arbitration" (James White and Bernard Dobranski); "Getting There from Here: Priorities, Remedies, and Resources" (Lewis Collens, Orrin Helstad, and Kenneth Penegar); and "Computer-Assisted Teaching" (Roger Park, Russell Burris, Richard McGonigal, and Spencer Neth). It is suggested that clinical education will expand the strength of law school education by giving students real experience in professional responsibility, and by enhancing their theoretical ability. (LC)

ED219999 HE015342

The Statewide Plan for Higher Education, State of New Jersey Board of Higher Education.

New Jersey State Board of Higher Education, Trenton.

Pub Date 81

Note-212p.

Available from-State of New Jersey Board of Higher Education, 225 West State St., Trenton, NJ 08625.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Access to Education; Ancillary School Services; Basic Skills; College Admission; College Faculty; College Libraries; *College Planning; College Role; Educational Change; Educational Finance; Educational Objectives; *Educational Quality; *Enrollment Projections; Financial Support; Futures (of Society); Government School Relationship; Graduate Study; *Higher Education; Private Colleges; Professional Education; State Aid; State Colleges; *Statewide Planning; Undergraduate Study

Identifiers-Institutional Mission; *New Jersey

The 1981 statewide plan for higher education in New Jersey is presented. The following challenges for the future are briefly addressed: education in a technological society, liberal education for social change, the size and composition of the college population, public priorities and fiscal resources, the role of government, the Board and Department of Higher Education, the chancellor, institutional quality, affirmative action, international education, research, and cultural responsibilities. Policy for the decade ahead is considered in relation to opportunities for higher education, quality of educational programs, research and advancement of knowledge, and management and accountability. The role and mission of specific institutions of higher education and of each sector are considered. Enrollment goals and projections are specified regarding undergraduate enrollment goals, the proportion of high school graduates going to college, the role of out-of-state students, the retention of students, and the enrollment of transfer students and older students. Admission policies for the 1980s are considered in respect to increasing access, matching student needs with institutional strengths, and increasing access to transfer students. Academic program quality concerns, quality and development of the faculty, basic skills testing and programs, bilingual education, institutional resources, and student services and facilities are addressed. Issues pertaining to financing higher education in the 1980s and specific programs, including vocational and cooperative education, and health professions education are also covered. Minimum requirements for degrees and the methodology for projecting enrollments are described in appendices. (SW)

ED220031 HE015390

Freeman, Thomas M.; Kopf, Kathleen E.

The Role and Scope of Institutional Research in State University Planning and Budgeting. AIR Forum 1982 Paper.

Pub Date May 82

Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Budgeting; Campus Planning; *College Planning; College Role; Educational Finance; Educational Objectives; Government School Relationship; Higher Education; *Institutional Research; Master Plans; Multicampus Colleges; *State Aid; *State Universities; Statewide Planning

Identifiers-*AIR Forum; New York; *State University of New York

A Multiphase Rolling Plan (MRP) implemented by the State University of New York to deal with declining percentages of state tax resources and projections for stabilized enrollments is described. For the preliminary budget cycle for fiscal year 1982-1983, academic and mission plans were linked to the annual budgeting process. Developed to ensure the consideration of academic, fiscal, and political criteria in institutional plans and budgets, MRP was organized along three major dimensions: intercampus program changes, intercampus affiliations and trades, and campus mission changes and system reconfiguration. Among the critical concepts of the plan are the following: meshing planning and budgeting; 5-year rolling horizon; systemwide configuration and options; strengthening the quality of the system; and campus planning essential to system planning. At the present time, 34 state-operated/funded campuses are included in every aspect of MRP's detailed processes. These campuses were provided a comprehensive preliminary budget package that contained historical 1975 and 1980 data, and that required from the campuses 1982 budget request information along with projections for 1985. Linking planning to the actual budget in the system and the campuses was based on strong executive leadership and a committee network and informal supporting subcommittees. The official budget and planning document forwarded to the campuses contained 15 schedules, 8 of which are listed. Three major systems that were used in supporting the preliminary budget process were the Course and Section Analysis System, the Student Data File, and the Academic Program Information System. Eight conditions and fluid relationships that characterize institutional research are also outlined. (SW)

ED220048 HE015407

Masland, Andrew T.

Simulators, Myth, and Ritual in Higher Education. AIR Forum 1982 Paper.

Pub Date May 82

Note-34p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes; College Administration; *College Planning; *Computer Oriented Programs; *Cost Estimates; Decision Making; Higher Education; Institutional Research; *Management Information Systems; *Models; Needs Assessment; Policy Formation; Prediction; Problem Solving; Resource Allocation; *Simulation; Systems Approach; Trend Analysis

Identifiers-*AIR Forum

The importance of myth and ritual in understanding the use of computer simulators in higher education is considered. Myths are commonly held beliefs that maintain social solidarity and reduce ambiguity; rituals serve a similar function, but they involve actions in addition to words. Examples of common myths and rituals are used to illustrate the concepts, and widely used cost simulation models are briefly reviewed. Cost simulation models, also known as resource requirement models, are one of the most widespread applications of computer simulators. These models calculate the resources an institution will require for a desired level of activity. An Induced Course Load Matrix (ICLM) is the foundation of most resource simulation models. Two cost simulators are the Comprehensive Analytical Model for Planning in the University Sphere (CAMPUS) and the Resource Requirements Prediction Model (RRPM). A final type of computer simulator, the trend projection model, is a more recent development. TRADES is the first model to explicitly incorporate trends in its forecast routines. An easily adaptable simulator based on TRADES is a model building system, EDUCOM's Financial Planning Model (EFPM). Technical issues pertinent to the evaluation of the simulators are addressed, as are organizational issues. Among the myths surrounding the simulators are the following: a comprehensive decision system can be built; better systems will lead to better decisions; and vendor-supplied management systems will meet institutional needs. Myths about managerial activities, planning that becomes a ritual without resulting in action, and the concept of a community of scholars who reach decisions by discussion and consensus are also addressed. A bibliography is appended. (SW)

ED219519 CE033092

Seminar on Subminimum Wage for Youth. Executive Summary (New York, New York, April 21, 1981).

Pub Date Apr 81
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; *Employment Opportunities; Employment Potential; *Employment Practices; Employment Programs; *Equal Opportunities (Jobs); Job Development; Labor Market; Minimum Wage; *Minimum Wage Legislation; Minority Groups; Public Policy; Racial Discrimination; *Salary Wage Differentials; Small Businesses; Unemployment; Wages; Youth; *Youth Employment; Youth Problems
Identifiers-Comprehensive Employment and Training Act; *Subminimum Wage

A seminar was held to examine the merits and feasibility of a subminimum wage for youth. Throughout the seminar panelists expressed general agreement on the fact that most youth want to work as well as on the value or potential value of employment and training programs, including the Comprehensive Employment and Training Act (CETA) programs. In discussing the potential impact of a subminimum wage for youths some panelists suggested that while youth unemployment would decrease upon institution of a subminimum wage, any jobs created by such an action would disproportionately go to white teenagers. At present, there are insufficient data to accurately predict the impact of a youth subminimum wage on older workers. Among the possible negative effects of a subminimum wage are the following: increased labor market discrimination against minority groups, a pitting of young people against adults, an additional source of temptation luring youth to leave school, and possible subsidization of such sectors as the fast food industry. Various alternatives to a subminimum wage were suggested, including instituting wage differentials by subsidizing employers, and instituting cash bonus payments to employers of certain teenagers. (MN)

ED219684 CG016108

Timberlake, Constance H.

Attitudinal Differences of Black Female Secondary Students Which May Influence Their Graduating from High School.

Pub Date 10 Oct 81

Note-23p.; Best copy available. Paper presented at the National Black Child Development Institute (Washington, DC, October 10, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence; *Black Students; Comparative Analysis; *Females; *High Risk Students; *Potential Dropouts; Secondary Education; Secondary School Students; *Student Attitudes; Student Teacher Relationship

Literature reveals that students most apt to be potential dropouts are those referred to as a "high risk population." Black females depict the assumed poorest risk among an already high risk group. A study of black female secondary school students regarded as potential dropouts attempted to determine if persisters' and non-persisters' attitudes toward school, school work, teachers, and peers had an influence. Responses of persisters indicated that teachers did not expect enough work from students. Non-persisters felt that teachers did not spend enough time with students. Persisters had a generally more positive attitude toward school work, but data indicated that student attitudes were not strong determining factors in academic persistence. The results suggest that a positive attitude toward school work and school in general are factors that aid black females in completing high school. (Author/JAC)

ED219709 CG016133

Mitchell, Thomas E.; Gombossy, Tom

Effects of Self-Presentational Tactics on Others' Attributions to Causes for Expected and Unexpected Helping Behaviors.

Pub Date Mar 82

Note-19p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory; College Students; Emotional Response; Evaluation Criteria; *Expectation; *Helping Relationship; Higher Education; Individual Characteristics; *Interpersonal Attraction; *Prosocial Behavior; Social Cognition

Identifiers-*Modesty; *Self Presentations

Past research indicates that people employ different strategies to manage others' impressions; however, conditions which make these strategies effective remain unclear. Using a sample of college students (N=345), the effectiveness of self-presentational strategies on influencing others' attributions of causes for expected and unexpected helping behavior was investigated. Each subject read a scenario containing one of the six combinations of the independent variables (high or low expectancy, modest, neutral, or boastful claim, and gender of subject). Results indicated that, consistent with past research, a modest claim engendered more favorable trait ratings on all traits, while unexpected behavior led to more favorable ratings only on those traits most closely related to the helping behavior. A modest claim elicited more internal personal disposition causes for helping whereas expected helping behavior led to more external situational attributions. The findings suggest that unexpected behavior tells more about the person and that a modest self-presentation is more effective. (Author/JAC)

ED219730 CS006763

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-12p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; *Beginning Reading; Cognitive Style; *Doctoral Dissertations; Elementary Secondary Education; Mathematics Achievement; Parent Role; *Reading Achievement; Reading Attitudes; Reading Diagnosis; Reading Improvement; Reading Instruction; *Reading Programs; Reading Readiness; *Reading Research; Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) attitudes and reading achievement in an innovative high school; (2) the interaction of learning styles and word type as they affect word recognition among kindergarten children; (3) two programed supplementary reading programs; (4) the relationship of nonschool factors to achievement in reading and mathematics; (5) a basal versus a correlated language arts approach to reading instruction; (6) the effect of tension control training on mathematics and reading achievement; (7) the effectiveness of selected teaching strategies integrating the teaching of science concepts and the improvement of reading and language skills; (8) the role of letter features in word recognition; (9) print awareness and self-correction behavior as predictors of reading achievement; (10) the effect of parent involvement on student achievement in reading and mathematics; (11) beginning readers' concepts about reading as related to language environment, attitude, and reading achievement; and (12) relationships between reading readiness, the prereading child's comprehension of certain deictic terms involving a shift in perspective, and first grade reading achievement. (HTH)

ED219772 CS207103

Belanger, Sandra E.; Emmick, Nancy J.
Term Paper Clinic Study Report: An Oral Presentation.
Pub Date Aug 81
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Research; English Instruction; Higher Education; *Library Role; *Research Skills; *Research Tools; *Teacher Role; *Writing Exercises; *Writing Instruction; Writing Skills
Identifiers-*Research Papers (Students)

Intended for use by teachers, librarians, and others interested in helping college students produce well-written term papers, this collection of materials was prepared by librarians as a result of their work in a term paper writing clinic. The first item in the collection is a description and evaluation report of the term paper clinic. The report concludes that students desire instruction in the skills required to produce a paper, while English teachers are more concerned with traditional "editing" skills such as grammar, organization and spelling.

The second and third items are guides designed to help students in choosing and researching a topic, note taking, outlining, preparing a rough copy, preparing a final copy, and organizing footnotes and bibliographies. Each area covered in the guides includes a description of what tasks each involves, how to accomplish each task, and where to look for more help in completing the task. (FL)

ED219962 FL013157

Young Adults in America. A Booklet for [Chinese-Speaking] Refugees in Their Late Teens.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Pub Date 81

Note-44p.; For related documents, see FL 013 154-158.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment); Adolescents; *Bilingual Instructional Materials; Career Planning; *Chinese; *Cross Cultural Training; Drinking; Drug Use; Educational Opportunities; Family Relationship; Friendship; Housing; Laws; Money Management; *Refugees; Stress Variables; *Young Adults

Young persons in their late teens have problems and concerns that are different from those of persons who are younger or older. This booklet recognizes this fact and discusses some aspects of American life that might be of particular interest to young people of Chinese origin. It gives information that will be helpful in making knowledgeable decisions in the context of U.S. society and culture. The information is arranged according to the following topics: (1) laws that affect young persons; (2) various categories of relationships; (3) different possibilities of living arrangements; (4) money; (5) educational opportunities; (6) careers and jobs; (7) alcohol and drugs; (8) coping with stress; and (9) information on where to get personal help and various written materials. The guide is printed in both English and Chinese to facilitate use by Americans and Chinese young adults who may be working together. (AMH)

ED219556 CE033255

Business Impact on Training the Disadvantaged. Issues and Findings, 3.
National Alliance of Business, Inc., Washington, D.C.
Pub Date Jun 82
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; Adults; Business Responsibility; *Disadvantaged; *Employment Programs; *Federal Programs; Institutional Cooperation; *Job Placement; *Job Training; *Program Effectiveness; School Business Relationship
Identifiers-Comprehensive Employment and Training Act; Private Industry; *Private Industry Councils

Under proposed legislation to replace the Comprehensive Employment and Training Act (CETA), business can be expected to assume an even greater involvement in job training programs at the state and local levels. How the private sector is adapting to its new role, particularly through the private industry council (PIC) system, is the subject of this ongoing research program. Information was gathered through selective analyses of Department of Labor national performance data on CETA programs; a review of outside CETA evaluations including the Continuous Longitudinal Manpower Survey, and the Center for Public/Private Ventures and Ohio State University evaluations of private sector initiative programs; and an indepth survey of 93 private industry councils. Preliminary evidence from these sources shows that PICs have made significant contributions to the program--even in their limited roles, to date. PICs have shown improved job placement rates, lower costs per placement; a higher quality of job placements, shown by long term job retention and wage gains; and improved linkage between the business community and local education, training, and economic development activities. At the same time, there is no evidence that improved performance has taken place at the expense of more disadvantaged clients. Finally, the evidence does not show a lack of business interest in employment and training but, rather, demonstrates an ability to take advantage of even limited opportunities to make a difference. (KC)

ED219639 CE033448

Hyde, William

Data Sources on the Economic, Demographic and Educational Characteristics of Adults and Implications for Lifelong Learning. Working Papers in Education Finance, No. 37.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date Oct 81

Note-27p.

Available from-Education Finance Center, Education Programs Division, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($4.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; *Adult Students; Data; Demography; Economic Status; Educational Background; Educational Planning; *Information Sources; *Lifelong Learning; Needs Assessment; *Participation; Research Problems; Statewide Planning; *Student Characteristics; *Surveys

Intended to help state planners, this paper focuses on the availability of information regarding the economic and demographic characteristics of adults and their participation and interest in instructor-directed lifelong learning. The first secion identifies sources of data on the economic and demographic conditions of adults that may be of use to planners in determining lifelong learning program needs, especially the Adult Education Participation Survey and Current Population Survey reports. Usefulness and limitations of these data are noted. The second section speculates on the implications that some of these data have for planning state level policies for lifelong learning. In section 3 are discussed shortfalls that might be encountered in designing surveys or interpreting survey results, including omission of appropriate information/questions, omission of tuition and fee or student cost information from surveys, failure of sampling designs to include a sufficient number of subjects, and inconsistencies within surveys. Section 4 makes these general observations about the future of lifelong learning as it relates to statewide planning: growth in the number of adults shows potential for more participation, financial support for lifelong learning activities will influence enrollments, disposition of state politicians toward lifelong learning is important to funding, and progress in planning and funding will be uneven. (YLB)

ED219751 CS206938

Logan, Robert; Hayes, James

An Examination of Prepropaganda and Political Change in Afghanistan during a National Crisis--September, 1979-January, 1980.

Pub Date Jul 82

Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authoritarianism; Content Analysis; Developing Nations; *Media Research; Newspapers; *News Reporting; *Press Opinion; *Propaganda

Identifiers-Afghanistan; *Ellul (Jacques); Media Role

Jacques Ellul defined "prepropaganda" as the subtle and sophisticated use of news services to improve an authoritarian government's public image. Because its value is directly related to its being used sparingly, he predicted that prepropaganda would increase when an authoritarian government felt threatened and decrease when it once more felt secure. The sovereignty threatening events in Afghanistan from September 1979 until January 1980 provided an opportunity to test Ellul's theory. According to the theory, the frequency and the bias of the prepropaganda directed at Hafizullah Amin, Afghanistan's ruler, by Bakhtar, the official news service, should have changed according to the vicissitudes of the situation, being favorable during the planning of the Soviet Union's invasion and unfavorable after that invasion took place. Content analysis of the favorable and unfavorable adjectives used to describe Amin in articles supplied by Bakhtar for editions of the "Kabul Times" (originally written in Farsi and translated into English) provided the data for the study. Results of the data analysis confirmed Ellul's theory. In addition, the paper's use of photographs and headlines followed the same pattern. The results seem to imply that changes in prepropaganda within authoritarian news services may reveal the direction of changing political environments to outside analysts. (JL)

ED219794 CS207148

Newell, R. C.; Chambers, J. W., Ed.

Meeting the Educational Needs of Students Who Speak a Vernacular English in the Public School Setting. A Conference Report.

National Inst. of Education (ED), Washington, DC.
Pub Date Sep 82
Note-30p.; Report of the Conference on Black English (Ann Arbor, MI, June 2-3, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Dialects; Blacks; Comparative Analysis; *Court Litigation; Educational Policy; Elementary Secondary Education; English; *Language Usage; Local Norms; Program Descriptions
Identifiers-*Ann Arbor Decision; Michigan (Ann Arbor); National Institute of Education

Following the federal court's Ann Arbor (Michigan) decision regarding the education of children who speak black English, the National Institute of Education and the Ann Arbor Public Schools cosponsored a national conference on the subject, the proceedings of which are summarized in this paper. Following an introduction, the paper provides background information, an analysis of the litigation and the subsequent ruling, and a discussion of the school system's reactions to that ruling. The paper then describes programs underway in San Diego, California; Chicago, Illinois; and Dallas, Texas, that are designed to confront the problems black dialect speakers have in succeeding in school and in life. The last section of the paper contains analyses by language experts of the differences between Black and Standard English, followed by some divergent reactions to the Ann Arbor decision and its implications. (HTH)

ED219878 EA014929

Ross, Jeremy

Home Computer Based Learning Systems (HCBLS).

Pub Date Jul 82

Note-18p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Educational Change; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Futures (of Society); Home Study; Institutional Role; Intellectual History; *Microcomputers; *Nontraditional Education; Postsecondary Education

Identifiers-*Home Computer Based Learning Systems

The rebirth of the home as workshop, studio, and laboratory, due in large part to the advent of the microcomputer, will accelerate the spread of alternative modes of education and the process of "deschooling" society. Formal education as we know it developed as a result of social, historical, and economic factors that are no longer applicable. As a result, education is failing to meet today's needs and a number of critics are calling for either the abolition of educational institutions or at least extensive deemphasis of their role in a more widely-based, less formal educational system. This article suggests that the home computer-based learning system can be a major component in the new educational environment. Microcomputer hardware currently available is described and possible home applications for computer systems are discussed. The author concludes by suggesting that the electronic model of matter as a relational substance and the nature of mathematics as a relational science might prove to be keys to an intellectual renaissance that could underlie a global revolution in educational philosophy. A list of 52 documents suggested for further reading on the subject is supplied, as an addition to the bibliographic material cited in the text. (Author/PGD)

ED220015 HE015374

Olson, Lawrence

The Public Stake in Independent Higher Education.

National Inst. of Independent Colleges and Universities, Washington, DC.

Pub Date Jul 82

Note-8p.; Based on an address at the State Association Executives' Council Annual Summer Workshop (Nashville, TN, 1982).

Available from-National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Role; *Cost Effectiveness; Educational Benefits; Eligibility; Federal Aid; *Higher Education; *Labor Force Development; Need Analysis (Student Financial Aid); *Private Colleges; Retraining; *Retrenchment; School Taxes; State Colleges; *Technology Transfer

The importance of higher education in providing the skilled labor force needed to respond to changing technologies; the cost-efficiency of independent higher education; and implications for government, industry, and independent higher education are considered. The most readily changing technologies include computers and electronics, satellite communications, automation and robotics, integrated financial services, and a range of technologies in medicine and health. Since developing and implementing new technologies will require technically trained people, the educational establishment can assist the transition to sophisticated machines by educating the young and updating the training of adult workers. Broadly-based education and the ability to learn and convey knowledge will continue to be important. Four studies on the relative costs of independent and public higher education are noted. It is concluded that considering all costs and sources of funds provides insufficient evidence to determine whether independent or public colleges are more expensive; however, considering only the costs to state taxpayers provides evidence that independent schools are less expensive. It is estimated that in 1980-1981, about 15 percent of all students receiving aid in independent higher education had unmet need (the difference between education costs and available resources) in excess of $1,500. Inflating family income and all college costs, and computing the aid reductions that would occur if all the proposed federal cuts in student aid are accepted, raises the fraction with unmet need over $1,500 (1980-1981 dollars) to 40 percent in the 1983-1984 school year. This would affect 279,000 high-need students whose continuance in independent colleges and universities would be in danger by fall 1983. (SW)

ED219837 EA014478

Ellis, Joseph R.; Frey, Sherman H.

A Study of Early Educator Retirement in Illinois Public Schools.

Pub Date [82]

Note-21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes; Elementary Secondary Education; Financial Needs; Motivation; Questionnaires; *Retirement Benefits; Tables (Data); *Teacher Attitudes; *Teacher Retirement

Identifiers-*Early Retirement

In an effort to discover the impact of early retirement plans on school districts and early retirees, researchers sent questionnaires to 147 superintendents in districts that offer early retirement plans and to 51 early retirees from those districts. Responses were received from 98 administrators and 46 retirees. Fiscal needs were seen by administrators as the motivating factor in establishing an early retirement plan and the desire to stop working was perceived to be the primary motivation for employees' choosing early retirement. Over 46 percent of the retirees indicated that teacher burnout caused them to retire early. Administrators indicated that early retirement plans had little financial impact on the districts. The major benefit retirees realized from early retirement was an improvement in their recreational and leisure activities. Most districts rated their retirement programs as excellent or good and more than 95 percent believed the retirees were satisfied with their decisions to retire. Retiree responses were congruent with administrator perceptions. (WD)

ED219500 CE032364

Jewell, David L.

Aristotle Said It First.

Pub Date [78]

Note-10p.; Not available in paper copy due to light, broken print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development; Curriculum Problems; Educational History, *Educational Needs; *Leisure Time; Postsecondary Education; *Problems; Program Development; *Program Improvement; Recreational Activities; Secondary Education

Identifiers-*Leisure Education

Ever since Aristotle, educators have stressed the need for education for the worthy use of leisure time. Problems with individual and societal perceptions, teacher preparation and attributes, and curriculum organization, however, have prevented meaningful leisure education programs from becoming a reality. The major barrier to effective leisure education may well be the individual students, the target population and their lack of comprehension of the concept of leisure. In addition, society's work ethic carries over into private life and prevents leisure from being seen as a positive value. Another problem preventing effective leisure education is the lack of teachers who have the proper attributes and who have been educationally prepared for the task. Finally, the reason for the failure of leisure education programs may be inappropriate curriculum design; e.g., equating leisure education with physical education instead of emphasizing life-long physical activity; or failure to instill in the student leisure awareness, values and skills. Educators agree that, with predicted increasing availability of leisure time, leisure education should be a required component of American education, and a viable part of the curriculum. To become that, however, several things are needed: a clear perception of the meaning of leisure, adequate teacher preparation, and a meaningful curriculum. (KC)

ED219598 CE033317

Seitz, Thomas E.

Construction Mechanic 1 & C.

Naval Education and Training Program Development Center, Pensacola, Fla.
Report No-NAVEDTRA-10645-F
Pub Date 82
Note-361p.; For a related document see ED 170 540.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Administrative Principles; Auto Mechanics; Aviation Mechanics; Behavioral Objectives; Diesel Engines; Electric Motors; Independent Study; Learning Modules; *Mechanical Skills; *Mechanics (Process); *Military Training; Postsecondary Education; *Power Technology; *Programed Instructional Materials; *Supervision; Supervisory Methods; Units of Study
Identifiers-Construction Equipment Mechanics; *Navy

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable Naval Construction Mechanics First and Chief to fulfill the requirements of their rating. (Persons holding these ratings direct and coordinate efforts of individuals and crews in maintaining, repairing, and overhauling automotive, material-handling, and construction equipment, including automatic transmissions; maintain records, prepare reports, conduct training, supervise safety, and coordinate tasks assigned.) Designed for individual study and not formal classroom instruction, the RTM provides subject matter that relates directly to the occupational standards of the construction mechanic. It is organized into nine chapters which cover the following topics: administration, supervision, public works transportation shops supervisor, battalion equipment company shops supervisor, engine overhaul, electrical systems and equipment, diesel fuel systems, vehicle inspections, and power trains/automatic transmissions. The NRCC contains assignments and perforated answer sheets corresponding to the chapters in the RTM textbook. Assignments in the NRCC include learning objectives, supporting items designed to lead the student through the RTM, and self-test items. (KC)

ED219619 CE033354

Scharmann, Larry, Ed.

Energy Efficiency for Building Construction Technology.

Nebraska State Energy Office, Lincoln.

Pub Date [80]

Note-35p.; For related documents see CE 033 352-356.

Available from-Nebraska Energy Office, P.O. Box 95085, Lincoln, NE 68509 ($2.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives; *Building Trades; *Conservation Education; *Construction Materials; Curriculum Guides; *Energy Conservation; Fuel Consumption; Fuels; Fused Curriculum; Guidelines; Housing; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; *Solar Radiation; *Technical Education; Vocational Education

Identifiers-*Insulation

Intended primarily but not solely for use at the postsecondary level, this curriculum guide contains five units of materials on energy efficiency that were designed to be incorporated into an existing program in building construction. The following topics are examined: conservation measures (residential energy use and methods for reducing residential energy costs); construction techniques for energy efficient buildings (techniques for planning and constructing an energy efficient building, taking advantage of local topography, climate considerations, and complying with standard construction practices and state/local building codes); insulation materials and R-values; construction materials and their application (selection of window, door, and framing materials); and passive and active solar energy. Covered in each lesson are unit rationale, necessary advanced preparations, anticipated instructional time, guidelines for implementing the unit, unit activities, and unit references. (MN)

ED219662 CG016085

Parkay, Forrest W.

Reducing Dogmatism among Undergraduate Counselor Trainees.

Pub Date 12 Feb 82
Note-8p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (5th, Austin, TX, February 11-13, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change; College Students; *Counselor Attitudes; Counselor Characteristics; *Counselor Training; Course Descriptions; *Cross Cultural Training; *Dogmatism; *Field Experience Programs; Higher Education; Personality Traits; Practicums; Program Descriptions; Social Cognition

Previous research has emphasized the significant negative correlation between counselor effectiveness and dogmatism, or closemindedness. To reduce levels of dogmatism in counselor trainees, a program was developed and tested at Southwest Texas State University. The new course, "Guidance to Meet the Needs of Multicultural Students," gave counseling students the opportunity to learn counseling skills by observing and interacting with students from a local Job Corps Training Center. Tests showed that students who took the experimental course had significantly reduced dogmatism scores compared to the other students. Data confirmed that dogmatism is a mutable characteristic that can be significantly reduced. (JAC)

ED219773 CS207106

Ervin, R. Ferrell

An Analysis of Police Attitudes toward Newspaper Reporters.

Pub Date May 82

Note-24p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Measures; *Attitudes; *Credibility; Journalism; Law Enforcement; *Media Research; News Reporting; *Police; *Relationship

Identifiers-*News Reporters

A study was conducted to determine attitudes of police toward components of the law enforcement process and whether differences in rank, level of police enforcement, years of service to a police force, or familiarity with reporters made a difference in police attitudes toward newspaper reporters. Thirty-one officers completed a two-part questionnaire. Analysis of attitudes toward reporters was completed through the use of chi square statistics based on level of service, years on the force, rank, and familiarity with the reporters. There was a significant difference in attitude toward reporters based on level of service when controlling for newspaper subscriptions and for whether the officer had been interviewed by a reporter during the last year: officers at the state level had more positive attitudes toward reporters than did city and county police and presented evidence that working with reporters, reading newspapers, and knowing a reporter made a significant contribution to their attitudes. A Q-analysis of 54 responses to statements from popular literature about police and reporters divided the subjects into two groups. Type I subjects (most of whom were younger, local officers) viewed the newspaper as giving a distorted view of crime news and law enforcement officers, while Type II subjects (most of whom were older, state officers) recognized the societal value of crime news and thus urged cooperation despite problems in the newspapers' coverage of crime. (MTH)

ED219816 CS503891

Anderson, Robert J.; And Others

The Condition and Needs of the Live Professional Theatre in America. Phase I Report: Data Collection and Analysis.

Mathematica, Princeton, N.J.

Spons Agency-National Endowment for the Arts, Washington, D.C.

Pub Date 14 Mar 78

Contract No-PC-77-28

Note-451p.; For related document see CS 503 890. Several Tables marginally legible.

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-*Acting; Drama; *Employment Patterns; Financial Problems; Labor Conditions; *Money Management; *Occupational Surveys; *Research; Theater Arts; *Theaters; Use Studies

This report describes the first phase of a two-phase study of the condition and needs of the live professional theatre in America since the mid-1960s. Data contained in the report were collected and analyzed on the following aspects of the theatre: finances, productions, performances, facilities, labor force, and employment. The first chapter provides an overview of the study. The examination of theatre activity in chapter II shows interdependence between the activities of the profit and nonprofit sectors. Theatre finances are detailed in the third chapter and reveal a cost-revenue squeeze. An investigation of theatre audiences and the attitudes of Americans toward the theatre arts in the fourth chapter shows that approximately 20 million Americans attended at least one live professional theatre performance during the 1976-77 season, and that the individuals' propensities to attend performances depends strongly upon the experience of having done so and the opportunity to do so. The fifth chapter examines some data that describe the people who are employed or seek employment in the theatre and shows that the jobs performed by these people encompass a wide variety of tasks. The final chapter examines some of the innovations taking place in theatre operations that are contributing to financial stability, with particular attention to ticket sales, technological advances, and management and financial considerations. (HOD)

ED219898 EC143177

Whitten, Elizabeth

Serving Handicapped Youngsters in the Department of Defense School System.

Dependents Schools (DOD), Washington, D.C.

Report No-FEW-3612

Pub Date Apr 82

Note-9p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-30).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; Federal Programs; Individualized Education Programs; *Interdisciplinary Approach; Program Descriptions; Program Development; *Teamwork

Identifiers-*Dependents Schools

The Department of Defense Dependents Schools (DoDDS) special education programs function with a multidisciplinary team called the Child Management Committee. The Child Study Committee, which usually meets once a week, develops, implements, and monitors comprehensive, multidisciplinary assessment procedures; summarizes assessment results in written form; develops, implements, and monitors each child's individualized education program (IEP); implements specific written procedures to assure that parents are cognizant of all procedural safeguards and to assure that the school follows procedural safeguard provisions; and monitors a record management system. Specific procedures are outlined for screening (including regional screening and Child Find); the referral process (including the prereferral, formal referral, and assessment stages); IEP development; and educational placement. Other components briefly considered are the Guidance Resource Centers and the Special Olympics. (SW)

ED219941 FL013081

Brown, James W.

Communicative Competence vs. Communicative Cognizance: Jakobson's Model Revisited.

Pub Date [82]

Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research; *Communicative Competence (Languages); Language Patterns; Models; *Nonverbal Communication; *Second Language Instruction; *Semiotics; *Speech Communication; Teaching Methods

Identifiers-*Speech Acts

The term "communicative competence" has been in currency for approximately 10 years and is generally used to refer to teaching strategies which substitute real-life situations and contexts for meaningless mechanical and structural exercises. In essence, it attempts to put content and contact into the speech act. However, early proponents of communicative competence did not really anchor it to a solid theoretical base. Moreover, despite the use of the term "communicative" in describing this teaching practice, advocates rarely explored the phenomenon within the totality of an act of communication. Rather, they focused their attention on new ways of dealing with verbal structure alone, often eschewing other codes of communication. Jakobson's communication model, which is grounded in semiotic theory, provides an excellent point of departure for developing specific pedagogical approaches to the constituent elements of all communicative acts whether they be verbal or non-verbal. True communication can only occur when students and teachers alike become cognizant of the features and functions of communication as defined by Jakobson. In this knowledge will also come an awareness of what it really means to communicate in a holistic sense. (Author)

ED219963 FL013158

Young Adults in America. A Booklet for [Hmong] Refugees in Their Late Teens = Cov Tub Hluas Ntxhais Hluas Hauv Asmeslivkas.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Pub Date 81

Note-38p.; For related documents, see FL 013 154-157.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment); Adolescents; *Bilingual Instructional Materials; Career Planning; *Cross Cultural Training; Drinking; Drug Use; Educational Opportunities; Family Relationship; Friendship; Housing; Laws; Money Management; *Refugees; Stress Variables; *Young Adults

Identifiers-*Hmong People

Young persons in their late teens have problems and concerns that are different from those of persons who are younger or older. This booklet recognizes this fact and discusses some aspects of American life that might be of particular interest to young people of Hmong origin. It gives information that will be helpful in making knowledgeable decisions in the context of U.S. society and culture. The information is arranged according to the following topics: (1) laws that affect young persons; (2) various categories of relationships; (3) different possibilities of living arrangements; (4) money; (5) educational opportunities; (6) careers and jobs; (7) alcohol and drugs; (8) coping with stress; and (9) information on where to get personal help and various written materials. The guide is printed in both English and Hmong to facilitate use by Americans and Hmong young adults who may be working together. (AMH)

ED220032 HE015391

Dean, Robert L.

The Selection of Hospitals "Comparable" to a University-Owned Teaching Hospital: An Empirical Approach. AIR Forum 1982 Paper.

Pub Date 18 May 82

Note-34p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classification; *Comparative Analysis; Discriminant Analysis; Higher Education; *Hospitals; *Institutional Characteristics; *Medical Services; Multivariate Analysis; Research Methodology; Statistical Analysis; *Teaching Hospitals

Identifiers-*AIR Forum

A technique for classifying hospitals on a multidimensional basis was developed. Three major sets of attributes were examined: patient case mix, facility mix, and personnel mix. Using multivariate techniques (factor analysis, cluster analysis, and discriminant analysis), 83 variables were examined for 547 hospitals. A total of six factors were identified as useful in grouping comparable hospitals: extended and special services, psychiatric services, radiological services, rehabilitation services, drug dependency services, and pediatric services. The study population included 18 university-owned teaching hospitals and 529 nonuniversity-owned hospitals in 16 western and southeastern states. Through the application of cluster analysis and discriminant analysis, 6 clusters of hospitals were identified, and clusters ranged in size from 10 to 241. University-owned teaching hospitals tended to cluster together in two of the six clusters, providing a basis for comparing to nonuniversity-owned hospitals. The selected hospitals were comparable to Kentucky's two university-owned teaching hospitals: the University of Kentucky and the University of Louisville teaching hospitals. Further analyses will be conducted to examine income and expenditure data of the comparison groups of hospitals in an effort to determine the adequacy of current levels of funding to Kentucky's two teaching hospitals. A list of the 83 study variables and a list of university-owned teaching hospitals and comparable nonuniversity-owned hospitals are appended. (SW)

ED220049 HE015408

Dutton, Jeffrey E.; Hutchinson, John

Reallocation of Faculty Resources. AIR Forum 1982 Paper.

Pub Date May 82

Note-21p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Size; *College Credits; *College Faculty; Departments; Faculty Workload; Full Time Equivalency; Higher Education; Mathematical Formulas; Needs Assessment; *Resource Allocation; Student Teacher Ratio; *Teacher Distribution; Teacher Placement; *Teaching Load; Teaching Methods

Identifiers-*AIR Forum

A procedure for reallocating faculty positions is described that uses credit hour guidelines that are quantitatively established using instructional method as the unit of analysis (rather than academic unit). Formally recognized guidelines for varying instructional methodologies are also applied to actual instructional experiences of academic units to determine credit hour expectations for these units. The proposed procedure is based on the assumption that instructional method and number of students are two of the most crucial elements in the internal allocation process. It is also assumed that any targets for credit hour per full-time equivalent (FTE) teachers represents a compromise between the total resources available to the institution and the instructional methodologies preferred by the disciplines. Four types of instruction and examples of each type are identified: individual instruction; small laboratory, seminar, field work; skill and upper division classes; and regular classes. The appropriate instructional mode for each course was classified, and the number of FTE budgeted faculty and the number of instructional hours taught by graduate

teaching assistants and part-time faculty was gathered for each department. For each department and for each mode of instruction, information was gathered on the number of class sections taught, faculty credit hours or total course credit hours taught, number of student enrollments in all class sections, and total student credit hours generated by all class sections. A formula for computing expected student credit hours and entitled FTE faculty for each department is presented. Uses and abuses of the procedure are noted. (SW)

ED219520 CE033093

Wurzburg, Gregory

The Transition from School to Work: Remedies for the Problem That Won't Take Care of Itself.

Youthwork, Inc., Washington, D.C.
Pub Date Mar 82
Note-17p.; For a related document see CE 033 094.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; Career Education; *Disadvantaged Youth; *Education Work Relationship; *Employment Potential; *Employment Programs; Federal Government; High School Students; *Job Training; Out of School Youth; Policy; Position Papers; Postsecondary Education; School Business Relationship; Secondary Education; Vocational Education; Young Adults; *Youth Employment
Identifiers-Youthwork Incorporated

Some lessons from Youthwork, Inc.'s experience are important to public policy makers trying to decide what part the federal government should play in supporting and providing leadership for job education, training, and employability programs development. In setting federal priorities, Youthwork recommends greatest emphasis on supporting vocational education, employment, and training programs to enhance employability rather than on interests of the economy. A separate focus on youth should be retained because of their special needs and access to different instructional resources. A strong emphasis on close articulation between employment and training activities and education is also advocated. Out of school youth should be served by creating access to existing job preparation activities in postsecondary and proprietary schools and creating new training programs. In-school youth should continue to be served by the Youth Employment and Training Program and federally supported vocational education. While private sector involvement in job creation for youth is feasible, the government should also provide training opportunities. Private sector involvement should also be expanded to other areas. Increased state and local government policy-making authority would permit greater responsiveness to local needs. The federal government should assume a clearinghouse function and offer technical assistance. (YLB)

ED219539 CE033189

Lynch, Edward J.

Testimony. Subcommittee on Elementary, Secondary & Vocational Education.

Pub Date 29 Apr 82

Note-13p.; Paper presented before the Congressional Subcommittee on Elementary, Secondary, and Vocational Education (Washington, DC, April 19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs; Educational Planning; Employment Patterns; Federal Aid; Federal Legislation; *Financial Needs; Financial Support; Industrialization; Job Skills; Labor Market; *Labor Needs; Needs Assessment; Position Papers; *Program Development; Public Policy; Skill Development; Trade and Industrial Education; Two Year Colleges; Unemployment; *Vocational Education

Identifiers-*Macomb County Community College MI; Michigan

The largest public community college in Michigan, Macomb Community College (MCC), is located in the county that is most closely tied to Michigan's automobile industry. Because of recent high unemployment in the automobile industry, MCC must now expand its occupational offerings to meet the needs of displaced workers who must either gain new skills or upgrade existing ones. Particularly needed in the Macomb County area are programs to provide workers with skills that have become necessary in light of the following recent changes in area industry: increased demands for computer-trained machinists; expanding use of industrial robots, plastics, and electronics components; new interest in alternative energy sources; greater emphasis on health and safety in the workplace; and the beginnings of a movement to expand the role of the community college in apprenticeship training. To accommodate these and other changes in its service area, MCC has developed plans for 15 new programs over the next 3 years, has initiated 10 new programs in the past 2 years, and will modify 16 others this year. If the federal government does not significantly increase vocational funding to Michigan, MCC will not be able to meet the challenges currently facing it. (MN)

ED219577 CE033288

Flack, Harley

Minorities in Allied Health Education. A Comprehensive Summary of the Report--January 1980.

Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No-DHHS-HRA 81-630

Pub Date May 81

Note-48p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Allied Health Occupations Education; American Indians; Asian Americans; Blacks; Educational Research; *Enrollment; *Ethnic Groups; *Federal Aid; Financial Support; Hispanic Americans; *Minority Groups; National Surveys; Postsecondary Education

This summary report provides data from two surveys conducted in 1973-74 and 1975-76 by the American Society of Allied Health Professions and the American Hospital Association to assess the representation of racial and ethnic minorities in allied health fields through their enrollment in educational programs. Section 1 reviews the methodology used to survey all nonmilitary hospitals, excluding prison and Justice Department hospitals, in the United States and associated areas, and accredited collegiate institutions. Sections 2 and 3 pose 25 critical questions, which are followed by a data table providing the statistical information to answer the questions posed. Critical comments are presented as quotations and highlighted in rectangular boxes. Other comments are also made. Section 2 addresses questions regarding enrollment including minority enrollment by setting and year, by occupation and award level, by regional geographic distribution, and by enrollment in minority institutions. Section 3 considers funding (federal government). Enrollment by racial/ethnic group (Black, Native American, Asian, Hispanic) is summarized in Section 4. Section 5 makes recommendations concerning information needs and corrective approaches. (YLB)

ED219685 G016109

Baker, Stanley B.; And Others

A Workshop in Decision-Making Counseling.

Pub Date 18 Mar 82

Note-7p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Affective Behavior; *Counseling Techniques; *Counselor Role; Counselors; Critical Thinking; *Decision Making Skills; Elementary Secondary Education; Higher Education; Models; *Problem Solving; *Role Playing; Workshops

This workshop focuses on the utility of decision making counseling: what it is, how it is operationalized into counseling behaviors, and what applications it has to counseling. Four sequential stages are proposed for explaining the use of the technique, including: (1) conceptualization; (2) enlargement of the response repertoire; (3) identification of discriminative stimuli; and (4) response selection. Several applications to educational and career counseling are suggested, e.g., decisions about course selections, interpersonal relationships, and employment qualifications. The role playing method for teaching decision making counseling skills in a workshop setting is also explained. (JAC)

Standards Guidelines: Guidance and Counseling. Oregon Administrative Rule (OAR) 581-22-702.

Oregon State Dept. of Education, Salem.
Pub Date Apr 81
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ancillary School Services; *Board of Education Policy; Counseling Services; *Counselor Role; Elementary Secondary Education; *Equal Education; Guidance Objectives; *Guidance Programs; Pupil Personnel Services; *School Counselors; *School Guidance; Student Development
Identifiers-*Oregon

These guidelines from the Oregon Department of Education are based on the rationale that all students should be afforded equal opportunities to access guidance and counseling programs. The materials deal with educational, career, and personal development for elementary and secondary school students. The purpose of these guidelines is to assist local school boards in designing programs which meet state standards as well as district program requirements. Definitions and steps for program implementation are detailed and the roles of specific staff members including counselors, teachers, administrators, secretaries, and aides are outlined. The appendix contains examples of three checklists that can be used to help determine school district compliance with state laws. (JAC)

ED219920 EC150010

Social Relationships and Interpersonal Skills: A Guide for People with Sensory and Physical Limitations.

Institute for Information Studies, Falls Church, Va.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.
Report No-ISBN-0-935294-19-8
Pub Date 82
Grant-22-P-59236/3-03
Note-62p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Disabilities; *Interpersonal Competence; *Interpersonal Relationship; *Social Life

Intended for individuals with physical or sensory handicaps, the guide explores the social and interpersonal implication of disability and suggests alternative ways of dealing with related problems. Chapter 1 looks at the social environment that people with disabilities encounter. Potential social problems and types of situations the disabled may encounter are clarified. A second chapter presents two major approaches to managing problems--using general social skills based on principles of interpersonal relationships, communication, and attraction which are appropriate for people in general; and using specialized social skills for dealing with common aspects of all disabilities. Problematic situations that arise with specific disabilities are examined in chapter 3 and techniques for dealing with them are suggested. Among the problems addressed are bowel and bladder problems, reactions to deformity and disfigurement, and nonvisible disabilities. A fourth chapter surveys some of the major issues to consider in social situations which involve brief encounters, repeated interactions, and close relationships. Characteristics of constructive feedback are listed. A final chapter discusses ways to acquire the interpersonal skills in various settings, through a number of exercises and practice situations, and by using learning materials. Suggestions for further reading and a reader response form complete the guide. (SW)

ED219984 HE014998

Cox, Virginia B.; Khoury, Bernard V.

Report on the Council of Graduate Schools-Graduate Record Examinations Board 1981-1982 Survey of Graduate Enrollment, Part I.

Association of Graduate Schools.; Council of Graduate Schools in the U.S., Washington, D.C.; Graduate Record Examinations Board, Princeton, N.J.

Pub Date Dec 81

Note-22p.; Also issued as: CGS Communicator Special Report, Volume XIV, No. 5, January 1982.

Available from-Graduate Record Examinations Board, Princeton, NJ 08541.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Assistantships; Chemistry; *College Applicants; Degrees (Academic); Doctoral Degrees; English Departments; *Enrollment Trends; *Fellowships; *Graduate Students; Higher Education; Masters Degrees; Private Colleges; School Surveys; State Colleges; *Student Financial Aid; Teaching Assistants; Trend Analysis

Information is presented on graduate student enrollments, applications for graduate study, availability of assistantships and fellowships, graduate degrees awarded, and stipends for teaching assistants, based on the 1981-1982 Survey of Graduate Enrollment of the Council of Graduate Schools (CGS)-Graduate Record Examinations Board. Of the survey questionnaires sent to the 363 CGS graduate school members, 275 were returned. Declines were found in overall total enrollment and first-time enrollments, while applications for admission to graduate schools increased at private doctoral institutions but decreased at master's institutions. Numbers of graduate assistants remained essentially unchanged, and fellowships offered showed an overall decline especially among larger doctoral schools. There was a slight overall decrease in master's degrees awarded while doctoral degrees increased at all private and public institutions. Stipends paid to teaching assistants in English Departments increased by 10.4% between 1980 and 1981 with substantially greater increases reported by private institutions. Teaching assistants in chemistry departments received stipend increases at about 8.6% during the year. The results are presented in 10 statistical tables. Most data are presented by public, private, and total schools, and some tables present data for institutions classified by highest degree awarded. In addition, information is presented on the percentage that the number of respondents represents of the total group, the total number of students reported each year, and the percentage change from 1980 to 1981. (SW)

ED220000 HE015343

Chaney, A. Clare Buie
How to Establish a Campus Ombudsman.
Pub Date 20 Mar 82
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy; Change Agents; Change Strategies; Grievance Procedures; Higher Education; Information Sources; Needs Assessment; *Ombudsmen; *Persuasive Discourse; *Problem Solving; Student Alienation; *Student College Relationship; Student Needs

The key elements necessary to establish an ombudsman office on the college campus are outlined. The central responsibility of the ombudsman is to represent the individual, not as an advocate, but as a neutral problem solver. Among the reasons for the creation of the campus ombudsman is a desire to counteract the futility felt by many students in the community when confronting the increasingly complex bureaucratic system of university administration. The ombudsman office must function in an autonomous manner, be unbiased in all disputes, and keep contacts and communications with the office confidential. The ombudsman has no legitimate power to enforce decisions. In acting as a mediator and advisor, the ombudsman uses the power of persuasion to shortcut bureaucratic mechanisms and aid students. The primary activity of the campus ombudsman is the investigation of complaints concerning the operation of any aspect of a college or university. The principle activities are: providing information concerning the institution, its policies, and rules; referring persons to other offices for assistance;

advising administrators, staff, faculty, and students on proposals for new institutional policies; settling complaints; and recommending changes in institutional policies to prevent complaints. Ways in which the campus ombudsman differs from a chief student affairs officer are also noted. Current problems facing colleges and universities, the consequences, and the way that ombudsmen can respond to these problems are identified. The pros and cons of having a student ombudsman are noted. Innovations in programing are discussed and information is presented on colleges that have ombudsmen. A bibliography is appended. (SW)

ED219640 CE033449

Aspects of Nonformal Education in the Pacific Region.
Asian - South Pacific Bureau of Adult Education.
Pub Date Apr 82
Note-88p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Education; Adult Vocational Education; *Community Development; Community Education; *Developing Nations; Extension Education; Females; Mobile Educational Services; *Nonformal Education; Outreach Programs; Program Design; *Quality of Life; Rural Areas;

Rural Education; Rural Extension; Seminars; Workshops
Identifiers-Fiji; Micronesia; Numeracy Education; *Pacific Region; Papua New Guinea

This publication contains 10 articles on nonformal adult education in the Pacific Region. The first describes the Mobile Training Team in Micronesia and its strengths and weaknesses. The second article introduces the Micronesian Seminar and an examination of its methods of combating social problems through seminars and workshops. The next two articles describe methods of measuring quality of life, developed for use in the Solomon Islands to focus villagers' attention on ways to improve their communities--the Development Wheel and the Village Quality of Life Index. The fifth article looks at the Adult Numeracy Project in Papua New Guinea that features use of calculators. Provision of vocational training in rural areas in Papua New Guinea is discussed in the sixth article. The next article describes the work of the Tutu Training Centre, Fiji, in rural adult education. In the eighth article are highlighted problems of women in the East Sepik district of Papua New Guinea, where developments aiding men have diminished the quality of life for women. The ninth article advances a theory for workshop design. Comments upon and quotes from a book and conference on the neglect of nonformal education are provided in the concluding article. (YLB)

ED219731 CS006764

Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-19p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education; Annotated Bibliographies; Cognitive Processes; Content Area Reading; *Doctoral Dissertations; Dyslexia; Elementary Secondary Education; Grade Repetition; Language Handicaps; Mental Retardation; Parent Role; Physical Disabilities; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Programs; *Reading Research; Recall (Psychology); *Remedial Reading; Speech Handicaps

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 38 titles deal with a variety of topics, including the following: (1) the effect of phrase-segmented, antiphrase segmented, and standard text on the free recall and probed recall of third and fourth grade developmental readers; (2) the effect of three instructional modalities on reading and vocabulary comprehension of deaf children; (3) the effect of intensive remedial instruction upon nonreaders' academic achievement and social and emotional adjustment; (4) the etiology of dyslexia; (5) the academic learning time of special needs and nonspecial needs secondary school students in English, home economics, mathematics, and social studies; (6) the impact of Public Law 94-142 on one speech and language program; (7) parents as change agents for children with reading problems; (8) locus of control and reading attitude in ninth grade poor readers; (9) user evaluations of low-level reading materials in adult basic education programs; and (10) the effect of grade repetition upon student performance. (FL)

ED219752 CS206964

Fedler, Fred; And Others

Analysis of Popular Music Reveals Emphasis on Sex, De-Emphasis of Romance.

Pub Date Jul 82

Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research; Comparative Analysis; Content Analysis; *Emotional Response; Mass Media Effects; *Music; *Popular Culture; *Sexuality; *Sociocultural Patterns; Trend Analysis

Identifiers-*Love

A study of the lyrics of popular music was conducted to test the hypothesis that from the 1950s through the 1970s such songs placed a progressively greater emphasis upon physical as opposed to emotional love. Researchers analyzed the lyrics of the five most popular songs listed in "Billboard" magazine during every year from 1950 to 1980. The 112 songs with romantic lyrics were rated on a five-point scale. Of the songs released during the 1950s, 89.2% were rated "somewhat" or "very" emotional, while 71.4% of the songs from the 1960s, and only 42.5% of the songs from the 1970s were rated in these two categories. Conversely, only 2.7% of the songs released during the 1950s were rated "somewhat" or "very" physical, while 11.4% of those from the 1960s and 40% of those songs released during the 1970s were so rated. Love songs published during the 1950s and early 1960s often described persons yearning for their first love or the rapture of a couple's first encounter. Their romantic love was associated with dreams, hearts, and sacrifice, and portrayed as exclusive, true, and eternal. During the 1960s, lyrics became more ambiguous, and sexual desire became a more dominant theme. By the 1970s, the traditional values were broadened: persons described in modern love songs often met, spent a single night together, then parted without any emotional bond or commitment. Today even songs with the most explicit lyrics become number one hits. (HTH)

ED219795 CS207149

Adult Education Basic Skills Task Force: Writing Skills.
Utah State Office of Education, Salt Lake City.
Pub Date 82
Note-194p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Basic Education; *Basic Skills; *Behavioral Objectives; Educational Assessment; Graduation Requirements; *Minimum Competencies; State Programs; Teacher Effectiveness; *Teaching Methods; Writing Evaluation; Writing Instruction; *Writing Skills
Identifiers-*Utah

In response to the Utah State Board of Education's new high school graduation requirements, five task forces of adult basic education teachers were charged with the identification of functional competencies for adult students in the areas of reading, writing, speaking, listening, and computation, and with the development of curricular materials for teaching those competencies. The results of the task force on writing skills are reported here. The first part of the report identifies the members of the basic skills task force, reports on what all new teachers of adults need to know, and provides a profile of an effective teacher of adult students. The second part is arranged according to performance objectives and includes instructional strategies and pre- and posttest assessments. Performance objectives include (1) writing legibly, (2) organizing and utilizing information by writing and using lists, (3) organizing information by writing and following an outline, (4) writing easily followed instructions and directions, (5) writing understandable advertisements and notices, (6) writing telephone messages clearly and correctly, (7) giving appropriate information on forms, (8) recognizing and restating central ideas, (9) writing short paragraphs using a topic sentence and supporting detail, (10) writing social and friendly letters, (11) writing business letters using a standard format, and (12) writing for enjoyment. (HOD)

ED219838 EA014623

Foster, William P.

Toward a Critical Theory of Educational Administration.

Pub Date Mar 82

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role; *Educational Administration; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Higher Education; *Organizational Theories; Social Values

Identifiers-*Critical Theory

Critical theory (CT), according to the author, is concerned with a critique of the modern rationality that underlies both scientific and industrial projects that subjugate the individuality of the person. He sees CT as an analytical and reflective process that stands next to the reach for empirical verification of the reality of the world and the understanding of meaning-systems. A brief summary of the history of CT is followed by an examination of CT's commentary on instrumental rationality and scientific and philosophical positivism. Applying CT to educational administration, the author claims administrators can profit from a disciplined critique of their own institution if they can portray the institution's role in affecting the lives of its charges. An overarching framework for researching the critical relationships between administration and social structure is proposed that views educational institutions as "speech communities." Within this framework the relationship between given speech communities, and the distribution of knowledge and power to those communities, can be considered. (Author/MLF)

ED219859 EA014910

The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, Oregon, July 21-23, 1982).

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Pub Date Jul 82
Note-241p.; For individual papers, see EA 014 911-932.
Available from-Editor, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($10.00; prepaid or purchase order).
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Computer Assisted Instruction; *Computer Literacy; *Computer Oriented Programs; *Computer Science Education; *Educational Change; Educational Objectives; Elementary Secondary Education; Futures (of Society); Mathematics Instruction; *Microcomputers; Nonschool Educational Programs; Nontraditional Education; Postsecondary Education; Programing; Science Instruction; Teaching Methods
Identifiers-Hidden Curriculum; Learner Control

Twenty-two speakers attending the University of Oregon College of Education's Third Annual Summer Conference, entitled "The Computer: Extension of the Human Mind," in July, 1982, submitted their papers for publication in this volume of conference proceedings. Papers of a wide-ranging speculative or theoretical nature were presented in general interest sessions. Authors of these papers and their topics were Moursund on computer literacy, Bork on educational change related to computers, Zamora on off-campus computer education, Billings on learner control, Kling on the relationships between educational or social philosophy and approaches to computer instruction, Olds on the hidden curriculum of computer-assisted instruction, and Kinne on the development of the microcomputer and its market. Special interest sessions were addressed by speakers discussing specific applications of computers in the following areas: special education, educational program evaluation, elementary and secondary mathematics and science instruction, literature searches, computer programming instruction, career information systems, and home computer-based learning systems. Other special interest sessions dealt with professional associations for computer educators, resource materials regarding development of small college computer science programs, and applications of computer-assisted instruction. (PGD)

ED219501 CE032382

Johnston, Suzanne

Oakland Adult Reading Lab. Building Comprehension in Adult Education Students.

Pub Date [80]

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education; *Adult Reading Programs; Adult Students; Instructional Materials; *Outcomes of Education; Program Effectiveness; *Reading Centers; *Reading Comprehension; Reading Improvement; Reading Processes; Reading Skills; *Remedial Reading; *Teaching Methods

Identifiers-Oakland Adult Day and Evening School CA

Many adult poor readers do not organize what they read in a way that best facilitates good comprehension. To help students overcome this problem, the Adult Day and Evening School in Oakland, California, organized a reading laboratory for their mostly low-income, educationally disadvantaged students with a diverse range of needs. Instruction in the reading laboratory was for the most part on an individualized basis. Materials were chosen which provided for instruction, practice, reinforcement, and application, particularly of the comprehension and organizational skills which these adult students lacked. Materials also were chosen to permit entry at the level of need, and to provide for a correlated multimedia approach to allow for different learning styles. Results from the Gates-MacGinitie Reading Test, Forms D and E, administered throughout a 1-year period showed an average 1.35 grade level gain, with students enrolled for 8 weeks; it was felt that student attitudes and motivation improved. Implications for teaching include the following: (1) a well-organized program of instruction can be of benefit to adult students, particularly when dealing with comprehension and critical reading skills; (2) a component which helps students to see the author's organization and emphasizes the important features is especially helpful; and (3) the reading laboratory approach lets students experience success, sometimes for the first time in an academic setting. (KC)

ED219557 CE033257

Alabama Career Education State Plan, 1978-1983. Bulletin 1980, No. 34.

Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Jul 80
Grant-DHEW-554-AH-70214
Note-163p.; For related documents see CE 033 258-262.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Career Education; Career Guidance; Disabilities; Educational Needs; Educational Objectives; Elementary Secondary Education; Experiential Learning; Gifted; Migrant Education; Needs Assessment; Postsecondary Education; *Program Administration; *Program Implementation; School Business Relationship; School Community Relationship; Sex Fairness; Sex Stereotypes; *Statewide Planning
Identifiers-*Alabama; Education Amendments 1974; Experience Based Career Education

This document contains the Alabama state plan for the administration and implementation of career education in kindergarten through postsecondary grades for 1978-83. Following 35 pages of introductory materials (including a state plan profile), the 16-section state plan is presented. Section 1 contains the state's career education conceptual base and definition, and evidence of commitment. The focuses of section 2 are prior efforts and accomplishments, the advisory council, surveys and assessments of need, and priorities of needs. Goals and objectives are outlined in section 3. Section 4 is concerned with the tasks essential for initial implementation of a comprehensive career education effort. Sections 5 and 6 discuss strategies for special students and the elimination of sex stereotyping. Sections 7-14 deal with career guidance; involvement of business, labor, industry, and professional community; personnel; evaluation; dissemination; postsecondary career education; experience based career education; and administration and management. Section 15 summarizes the responsibilities of every group concerned with the career development of students. Expected outcomes of implementing career education in Alabama are listed in section 16. (YLB)

ED219620 CE033355

Scharmann, Larry, Ed.
Energy Efficiency for Electrical Technology.
Nebraska State Energy Office, Lincoln.
Pub Date [80]
Note-39p.; For related documents see CE 033 352-356.
Available from-Nebraska Energy Office, P.O. Box 95085, Lincoln, NE 68509 ($2.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; *Conservation Education; Construction (Process); Consumer Education; Curriculum Guides; Electrical Occupations; *Electrical Systems; *Electricity; Electromechanical Technology; *Electronic Technicians; *Energy Conservation; Fuel Consumption; Fused Curriculum; Guidelines; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; *Technical Education; Vocational Education
Identifiers-*Electrical Engineering

Intended primarily but not solely for use at the postsecondary level, this curriculum guide contains five units on energy efficiency that were designed to be incorporated into an existing program in electrical technology. The following topics are examined: where to look for energy waste; conservation methods for electrical consumers, for electrical designers, and for electrical contractors; and additional conservation practices. Covered in each unit are unit rationale, necessary advanced preparation, anticipated instructional time, guidelines for implementing the unit, unit activities, and unit references. (MN)

ED219663 CG016086

Lieberman, Leslie; Lieberman, Leonard

Second Careers in Art and Craft Fairs.

Pub Date Nov 81

Note-28p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aging (Individuals); *Career Change; *Craft Workers; Handicrafts; Job Satisfaction; Middle Aged Adults; *Midlife Transitions; Older Adults; *Participant Satisfaction; Peer Relationship; Quality of Life; *Retirement

Identifiers-*Art Fairs; *Second Careers

Much research has focused on retirees and disengagement from prior work roles. One neglected variation is entry into second careers. Seventy persons, aged 50 to 87, who had retired from or left one occupation and taken up a second career selling their work at art and craft fairs, were interviewed. Respondents had held a variety of responsible positions, but frequently viewed their jobs as routine and devoid of creative satisfaction. Almost all reported a high degree of personal satisfaction in their new career, in being independent, and in total control of their work world. Further benefits cited included having travel opportunities, meeting people, keeping busy, and developing camaraderie among artists and craftsmen. Since participation required collaboration with spouses, increased levels of marital satisfaction were also reported. (Author/JAC)

ED219686 CG016110

Sederberg, Nancy

Stress: A Conceptual Integration with a Focus on Family Violence.

Pub Date 13 Oct 81

Note-25p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment); Behavior Patterns; *Coping; Family (Sociological Unit); *Family Problems; *Family Relationship; Job Satisfaction; Models; Problem Solving; Responses; Socialization; Stimuli; *Stress Variables

Identifiers-*Family Violence; *Life Events

This paper discusses the concept of stress by drawing from social-psychological, occupational, family, and medical perspectives. A model of stress based on an integration of these perspectives is developed and then applied to the family relationship over time. The components of the model consist of: (1) a stressor stimulus, any situation that may provide disruption or threat; (2) response capabilities, learned or acquired skills to deal with the stimulus; (3) response choice; and (4) stress level that determines the degree of success of the response choice. Using the model, the author suggests that family violence is more likely to occur when family members experience stress during certain family stages and when they have previously learned violence in family or occupational settings. The relationship of family violence and exposure to violence on the job is also considered as a factor contributing to violence in the home setting. (Author/JAC)

ED219774 CS207107

Worby, Diane Z.

An Honorable Seduction: Thematic Studies in Literature.

Pub Date [80]

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content; Course Descriptions; English Curriculum; English Instruction; Higher Education; *Literature Appreciation; *Student Attitudes; *Student Interests; Teaching Methods; *Thematic Approach

By using a thematic approach and by drawing on other disciplines for breadth, English teachers can "honorably seduce" career-oriented students into a love affair with literature and draw them back into the English curriculum. For example, a teacher's conversation with a student focusing on fathers and sons led the teacher to suggest that the student read Kafka's "Letter to My Father," after which the student read Hess's "Siddhartha," Turgenev's "Fathers and Sons," Roethke's "My Papa's Waltz," and other works concerning the father/son relationship. Another teacher introduced a student who was interested in psychiatric nursing to works by Virginia Woolf and Sylvia Plath and to other works containing suicidal characters. An entire course that used as its theme the dilemma of the artist in society involved extensive discussions, a variety of readings, and a number of short papers for each of the readings. The course concluded with an opportunity for students to respond to a particular work through dance, art, poetry, or reading aloud. Meanings in literature are not embedded in the work independent of individual interpretation. The importance of reader response, then, supports the notion of structuring literature around thematic units. (HTH)

ED219817 CS503896

Hadley, Roger; Hamilton, Peter K.

Voter Involvement in the 1980 Presidential Election.

Pub Date May 82

Note-19p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Elections; *Information Sources; *Mass Media Effects; *Media Research; Newspapers; News Reporting; *Political Influences; Radio; *Television; Television Commercials; Voting

Identifiers-*Media Use; Presidential Campaigns

A study explored the relationship between voters' involvement in political elections and their reactions to different media as sources of political information. Data were gathered from 246 telephone interviews conducted 1 month prior to the 1980 United States presidential campaign. Respondents were asked to (1) name political issues discussed in the campaign, (2) evaluate the importance of each issue, (3) indicate an intention to vote, (4) evaluate the degree of similarity or difference among the candidates, and (5) indicate their likelihood of voting for each candidate. They also provided demographic information, indications of political party preference, extent of media use, and opinions concerning the usefulness of television advertising as opposed to television news as a source of political information. Results showed that highly involved voters were aware of issues and their importance, intended to vote, and saw differences between the candidate they supported and other candidates. These voters actively chose television news as the most useful source of political information. Voters with low political involvement also relied heavily on the electronic media for their information; however, they found political advertising to be more useful than news reporting as an information source. (A copy of the questionnaire used in the study is appended.) (FL)

ED219879 EA014930

Rudnytsky, Joanne B.

Beyond Drill and Practice.

Pub Date Jul 82

Note-7p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction; Computer Graphics; Computer Oriented Programs; Elementary Education; Elementary School Mathematics; Mathematical Concepts; *Mathematics Instruction

It is more important for children to learn concepts in mathematics than to be able to perform automatic computational functions. By permitting manipulation of the relationships among visible objects, computer graphics can make it easier for students to grasp concepts and can serve as an essential ingredient in effective computer-assisted instruction. This paper discusses several examples drawn from two series of educational programs for computer-assisted instruction in mathematics at the elementary level. Each topic in the two series is presented in two units. One is a highly interactive, branching tutorial that provides the learner the opportunity to give problems to the computer and to solve problems posed by the computer. The second unit is a game or exploration that uses the skill developed in the first unit in a creative way or sets it in a wider context. The author argues that the series allows students to operate as real mathematicians do, following hunch and intuition with testing and proof, rather than depending on an alienating process of rote rule memorization. (Author/PGD)

ED219899 EC143178

Walton, Ann Viva

Teaching the Student with Epilepsy: A Dilemma or an Opportunity.

Pub Date 15 Apr 82

Note-13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-46).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Epilepsy; *Seizures; *Student Characteristics; *Teacher Role

The paper looks at epilepsy, with emphasis on student problems and the role of the teacher. Initial sections describe characteristics of absence seizures, generalized tonic-clonic (grand mal) seizures, and complex partial seizures. The educator's role is considered relating to three areas: medical problems, social problems, and psychological problems. Among the suggestions offered to the teacher are to know enough about the disorder to feel comfortable with a child having the disorder, to prepare classmates with information, to help the student deal with his own feelings, and to seek guidance when necessary. Appended are a table of first aid procedures for dealing with seizures and a list of suggested student materials on epilepsy. (SW)

ED219942 FL013091

Montero, Martha, Ed.

Language Issues in Multicultural Settings. Bilingual Education Teacher Handbook. Volume II.

Evaluation, Dissemination and Assessment Center, Cambridge, MA.

Spons Agency-Department of Education, Washington, DC.

Report No-ISBN-0-89857-222-3

Pub Date Feb 82

Note-91p.; For related document, see ED 206 192. For individual papers, see FL 013 092-095.

Available from-Evaluation, Dissemination and Assessment Center, Lesley College, 49 Washington Avenue, Cambridge, MA 02140 (Code 222-3, $5.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Anthropological Linguistics; *Bilingual Education; Bilingualism; *Cultural Context; *Cultural Pluralism; Educational Policy; Elementary Secondary Education; English (Second Language); *Language; Language Proficiency; Learning Disabilities; Limited English Speaking; Second Language Learning; Sociolinguistics; Testing; United States History

The chapters in this collection were largely compiled from presentations at inservice teacher education mini-courses and workshops held at Boston University during 1977-1980. The following articles are included: (1) "Language Policies in American Education: A Historical Overview," by Maria Estela Brisk; (2) "Understanding the Role of Language in Bilingual Education," by Lucy T. Briggs; (3) "Considerations for Developing Language Assessment Procedures," by Charlene Rivera and Maria Lombardo; and (4) "Procedures for Assessing Learning Problems of Students with Limited English Proficiency," by Celeste E. Freytes. (AMH)

ED219964 FL013162

Chappel, Virginia A.; Rodby, Judith

Verb Tense and ESL Composition: A Discourse Level Approach.

Pub Date 82

Note-23p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Connected Discourse; *English (Second Language); Error Analysis (Language); *Error Patterns; Grammar; Higher Education; Second Language Instruction; Second Language Learning; Verbs; *Writing (Composition); Writing Instruction; Writing Skills

Identifiers-*Tense (Verbs)

The problems encountered by English as second language (ESL) students in selecting verb tenses for their written discourse were investigated. Tape recorded interviews with four freshman composition students who had been referred for intensive work on verb errors were analyzed for students' explanations of their errors and the contexts in which they appeared. The data revealed that ESL students had difficulty understanding how tense use was influenced by context and rhetorical or temporal stance. Second, the comprehensibility of tense choice was examined in the writing of native English speaking graduate students. Sixty native English speakers rated the texts in terms of clarity. Results showed a correlation between readers' judgments of clarity and writers' adherence to discourse level tense constraints described by Chafe (1972). These studies demonstrate that teachers should avoid contextless explanations or exercises on verb tense, and that the students' own writing provides the best basis for working on verb tense problems. Students should be taught how to manage the composing process and how good writers work. Guidelines for materials development are offered, and samples of the texts used in the second study and eight references are appended. (RW)

ED220016 HE015375

Status of Higher Education in Connecticut: A Report to the Governor and General Assembly. BHE Reports.

Connecticut State Board of Higher Education, Hartford.
Pub Date Feb 82
Note-34p.
Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Capital Outlay (for Fixed Assets); College Programs; College Role; Curriculum Evaluation; *Degrees (Academic); Educational Facilities Improvement; Educational Finance; *Educational Policy; Educational Quality; *Enrollment Trends; Full Time Equivalency; *Higher Education; In State Students; Long Range Planning; Minority Groups; Program Evaluation; State Surveys; *Statewide Planning; *Student Financial Aid; Tuition; Undergraduate Students
Identifiers-*Connecticut

Current data on enrollment, degrees conferred, academic programs, finances, student financial assistance, and capital facilities in Connecticut higher education institutions are summarized, and significant policy issues that the state must address on both a short-term and long-range basis are examined. Findings from the Board of Higher Education staff research and specific policy concerns for each area are reviewed. Additionally, major issues facing higher education are noted as follows: enrollment shifts and anticipated declines in some institutions; accelerated competition among institutions; increasing costs to the state and students and limited resources; maintenance of quality in, and access to, programs; and the provision of an adequate and equitable funding base. Among the planned actions of the Board of Higher Education are the following: development of a long-range plan for providing needed educational programs for Connecticut citizens; review and approval of proposed institutional role and scope statements; development of a budgeting process that is sensitive to institutional roles, changing enrollments, student needs, and the state's fiscal environment; development of a program review process for both existing and new programs; and development of indicators of institutional vitality and strategies for addressing needed charge. Enrollment data include headcount and full-time-equivalent for the state and by sectors, minority enrollment, and undergraduate projections to 19[illegible]. Data are also presented on tuition and required fees for in-state undergraduates for selected institutions in the northeast United States, federal student aid allocations for Connecticut by year since 1977, and capital projects. (SW)

ED219540 CE033190

Lynch, Edward J.

Training for High Technology at Macomb Community College.

Pub Date 19 Jul 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Assisted Instruction; Computers; Educational Cooperation; *Educational Needs; Educational Objectives; Educational Practices; Electronics; Industrialization; Information Processing; *Job Skills; *Labor Needs; Outcomes of Education; Program Descriptions; *Program Development; Program Effectiveness; School Community Relationship; School Role; Skill Development; *Technical Education; *Technical Occupations; Technological Advancement; *Two Year Colleges; Vocational Education; Word Processing

Identifiers-Industrial Robotics; *Macomb County Community College MI; Michigan

Macomb Community College (MCC) prides itself on its responsiveness to the needs of area industry for skilled tradespeople to engage in the design, tooling, and machining activities that are crucial to the area's long-standing automobile and manufacturing operations and to the needs of new area high technology and service-oriented industries. The ability of MCC to offer over 90 programs to meet student and community needs is due largely to its talented and conscientious faculty and staff as well as to its overall college climate that supports faculty efforts. This quality and relevance of MCC's programing is affirmed by its continued accreditation by professional associations, its high success rate on professional state exams, and the job market success of its graduates. Included among those of MCC's programs that are particularly significant to Michigan's efforts to attract high technology industries are completely redesigned programs in electronics and business data processing and new programs in computer-aided design, robotics technology, and word/information processing. In addition to these courses, which incidentally provide hands-on experience as well as classroom instruction, MCC is developing a basic skills component and non-traditional short-term and quick-start occupation specific courses/programs. (MN)

ED219578 CE033291

Schulz, William; And Others

Career Development. A Resource Guide.

Manitoba Dept. of Education, Winnipeg.

Report No-ISBN-0-86497-011-0

Pub Date 81

Note-256p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Annotated Bibliographies; Autoinstructional Aids; Behavioral Objectives; Career Awareness; *Career Development; Career Education; *Career Exploration; *Career Planning; Decision Making; *Education Work Relationship; Employment Potential; Foreign Countries; Goal Orientation; Instructional Materials; *Job Application; Job Search Methods; Job Skills; Learning Activities; Motivation; Resource Materials; Secondary Education; *Self Concept; Self Evaluation (Individuals); Sex Discrimination; Vocational Interests; Work Attitudes; Work Experience

Identifiers-Manitoba

Intended for counselors, teachers, administrators, and students, this resource book contains 40 activities to prepare students in grades 7-12 to make the transition from school to work. (With two exceptions, activities can be completed without additional career materials.) Introductory materials include a rationale for career development education, goals and objectives for career development, and use of the guide by the four target groups. The book is divided into four units, each containing five modules. Units 1 and 2 are intended for grades 7-9, units 3 and 4 for grades 10-12. Each module consists of two activities. Unit titles and topics are (1) Career Planning and Preparation (decision making, establishing goals, course selection, job search, success on the job), (2) Knowledge of the World of Work (relationships between jobs, job discrimination, work motivations and values, interests, skills), (3) Preparing for a Career (career decision making, self-assessment, lifestyle, job application, job search strategies), and (4) Work and Working (job market exploration, work experience, career information, employability, work habits). Each module begins with notes for the leader. Information provided for each activity includes performance objective, suggested grade level, time required, preparation, procedure, notes, and materials and forms. A brief annotated bibliography of resources is appended.

ED219599 CE033318

Harvey, Evelyn; And Others

Machine Dictation and Transcription.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 82
Note-191p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Business Correspondence; Business Education; Clerical Occupations; *Learning Activities; *Office Occupations Education; *Office Practice; Postsecondary Education; Secondary Education; Transparencies; Typewriting; *Units of Study; Vocational Education
Identifiers-*Machine Dictation; Proofreading; *Transcription

This instructional package contains both an instructor's manual and a student's manual for a course in machine dictation and transcription. The instructor's manual contains an overview with tips on teaching the course, letters for dictation, and a key to the letters. The student's manual contains an overview of the course and of the skills needed to use machine dictation equipment. It also includes preview sheets for the letters contained in the instructor's manual, and instruction on dictation. Information in the appendixes includes tips for proofreading, proofreaders' marks, most threatening spelling words, commonly used business words, state abbreviations, transcriber's daily log, phonetic alphabet, line count sheet, examples of full block and simplified letter styles, and information on addressing envelopes. Transparency masters are provided to cover the topics of the course. (KC)

ED219711 CG016135

Exploitation of Children. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Seventh Congress, First Session on Problems of Exploited Children.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No-Senate-J-97-78

Pub Date 5 Nov 81

Note-168p.; Paper copy not available due to small print size.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents; Child Abuse; *Children; *Child Welfare; *Delinquent Rehabilitation; Drug Addiction; Family Problems; Hearings; Juvenile Courts; *Runaways; Sexuality; Violence; *Youth Problems

Identifiers-*Juvenile Justice System

The proceedings of this hearing on the exploitation of children deal with the problems of children and adolescents who run away from home. Family problems and abuse that cause these children to leave home are described by former runaway witnesses. Other testimony is included from several people who work with runaway youths and describe programs to help adolescents who are on the street facing such problems as child pornography and child prostitution. Current laws dealing with the runaway problem are discussed and the need for improvement in the juvenile justice system is emphasized. The appendix contains a letter to the Attorney General and his response abouc the Justice Department's involvement in the exploitation of children as well as a statement by the Department of Health and Human Services on this problem. (JAC)

ED219839 EA014624

Bates, Richard J.

Towards a Critical Practice of Educational Administration.

Pub Date Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role; *Cultural Influences; *Educational Administration; Educational Philosophy; *Educational Sociology; Educational Theories; Elementary Secondary Education; Higher Education; Metaphors; *Organizational Theories; *Social Theories; Social Values

Identifiers-*Critical Theory; Phenomenology

Beginning with a brief critique of the behavioral science approach to educational administration, this paper traces the roots of an alternative perspective through examination of the new sociology of education and critical social theory. Arguing then for the location of a critical practice of educational administration in a cultural analysis of the habitus of education, the author discusses the metaphorical, ritualistic, and linguistic features of that habitus with reference to empirical studies. Fianlly, it is argued that the practice of a critical and reflexive educational administration is necessarily located within a critique of domination and a commitment to struggle in the interest of a better world. (Author/MLF)

ED219921 EC150011

Chasteen, Betty

What's It Really Like Teaching Gifted Students?

Pub Date 25 Oct 81

Note-11p.; Keynote address presented at the Annual Missouri Gifted Conference (3rd, Jefferson City, MO, October 25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delivery Systems; Elementary Secondary Education; *Gifted; *Student Characteristics; *Student Needs

The author describes some of the characteristics of gifted students, and considers components of effective gifted programs. Noted among student characteristics are a heightened awareness of the world, openness about feelings and emotions, curiosity, imagination, and independence in thinking. The author feels that gifted programs should include use of community resources, direct exposure to experts, group and individual conferences to explore feelings, and parent support. (SW)

Ontario Universities Statistical Compendium, 1970-71 to 1980-81. Part A, Macro-Indicators.
Council of Ontario Universities, Toronto.
Report No-ISBN-0-88799-155-6
Pub Date Jun 82
Note-72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis; *Cost Estimates; Enrollment Trends; Evaluation Criteria; *Expenditure Per Student; *Financial Support; Foreign Countries; Full Time Equivalency; Full Time Faculty; Government School Relationship; Higher Education; *Operating Expenses; Research; *Resource Allocation; *State Aid; Statistical Analysis; Student Financial Aid; Student Teacher Ratio; Trend Analysis
Identifiers-Canada; *Ontario

Macro-indicators pertaining to higher education in Ontario, Canada, universities during 1970-71 to 1980-81 are examined based on statistical data. The indicators are designed to measure resources available to the Ontario university system as a function of the volume of activity over time and to compare trends in available resources, along with changes in resource distribution within institutions. Trend data and information on what each indicator is intended to measure are examined. Attention is directed to: ratios of operating revenue to eligible full-time-equivalent (FTE) enrollment and basic income units (BIUs); ratios of research expenditures of full-time faculty; percentage distribution of operating expenditures; and interprovincial comparisons. Eight indicators are examined: provincial operating grants per student and per capita; provincial operating grants plus student aid per capita; provincial operating grants plus fees per student; total operating income per student; provincial operating grants plus student aid as a percent of provincial gross (government) expenditure; provincial operating grants per $1,000 of provincial personal income; and total university operating expenditure as a percent of provincial gross domestic product. Additional analyses pertain to: percentage analysis of operating revenues by source of revenue; ratios of nonsalary operating expenditures to eligible FTE enrollment; ratios of research expenditures to operating expenditures; ratios of BIUs to eligible FTE enrollment; and student/faculty ratios. The principal difficulty encountered in formulating the indicators related to the choice of deflation indices. Supplementary system data and a glossary of terms and definitions are appended. (SW)

ED220033 HE015392

Baker, Michael E.

A Distributed Information Strategy. AIR Forum 1982 Paper. Preliminary Paper.

Pub Date 14 May 82

Note-26p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies; College Administration; *College Planning; *Computer Oriented Programs; Databases; *Decision Making; Departments; Higher Education; *Institutional Research; *Management Information Systems; Researchers; Staff Role; Statistical Analysis; Systems Approach

Identifiers-*AIR Forum; *Carnegie Mellon University PA; Decision Support Systems; Strategic Planning

Planning issues and computing technology changes are reviewed and decision support systems are examined as a means of providing an appropriate information system for the university institutional research office. Examples of formative attempts to provide such systems at Carnegie-Mellon University (CMU) and other institutions are considered. The possible implications of the increased use of such systems are explored, since much of the challenge to college planners and administrators results from the instability of the environment. Computing technology offers an opportunity for creating flexible planning support systems that are responsive to decision makers, and can take advantage of computing technology. The environmental forces having the greatest impact on colleges have been inflation, erratic economic growth, and student demographics. CMU's planning environment has emphasized strategic planning and planning support information. The CMU database was structured at the departmental level with aggregation to the college and university level. The data were structured along three dimensions: department, variable (e.g., undergraduate full-time-equivalent enrollment), and time (e.g., fiscal year). The basic model allots 10 columns for each department, 5 for historical data and 5 for forecasting. A compact model uses five columns of historical data only for reporting and data retrieval, and a fiscal year model includes one year of data for each department. The database, which uses the EMPIRE computer language, is useful for statistical analysis. One

common analysis is creating ratios and reviewing patterns among departments. The role of institutional research staff, training of staff and career paths, and institutional resources are addressed. (SW)

ED220050 HE015409

Bloom, Allan M.

Differential Instructional Productivity Indices. AIR Forum 1982 Paper.

Pub Date May 82

Note-19p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Credits; College Faculty; Comparative Analysis; Departments; Evaluation Methods; *Faculty Workload; Graduate Study; Higher Education; Institutional Research; *Intellectual Disciplines; *Productivity; Program Evaluation; *Research Methodology; *Statistical Analysis; Undergraduate Study

Identifiers-*AIR Forum

A set of weighting factors on student credit hour production by discipline was developed so that instructional productivity could be equitably compared across disparate disciplines and within disciplines. The new statistical methodology was applied to 3 years of teaching load data from 21 major public universities (the Southern University Group Teaching Load Data Exchange) and has yielded an objective, broadly applicable set of student credit hours (SCH) weight factors. For each fall term from 1978 through 1980, participants reported on the instructional productivity of each of their academic departments. Data included: the standard federal code associated with the department's dominant instructional program; the number of filled instructional full-time-equivalent (FTE) positions, reported as ranked faculty and other faculty (primarily graduate assistants); and student credit hours produced by the faculty, reported by three levels of instruction (lower and upper division undergraduate, and graduate levels). A table of optimum weighting factors for upper division and graduate SCH (relative to lower division) is presented by the code discipline division of the National Center for Education Statistics. The weights derived from the analysis are compared with those developed by more traditional means. An explanation and example of the method are provided, and it is concluded that the number of discipline areas that responded well to the optimum weight model lends support for its acceptance. There was less confidence in the optimum weights for those discipline areas in which only ranked faculty FTE were included in the instructional productivity ratios, since they differ consistently from other reported values. (SW)

ED219521 CE033094

"The Transition from School to Work: The Problem That Won't Take Care of Itself." Summary of Youthwork/Institute for Educational Leadership Conference (Washington, D.C., March 18, 1982).

Youthwork, Inc., Washington, D.C.
Pub Date 82
Note-19p.; For a related document see CE 033 093.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business; *Coordination; *Disadvantaged Youth; Educational Cooperation; *Education Work Relationship; *Employment Problems; Federal Government; Federal Legislation; Government Role; Government School Relationship; High School Students; Institutional Cooperation; Out of School Youth; *School Business Relationship; *School Community Relationship; Secondary Education; Vocational Education; Youth Employment; Youth Problems

This document presents summaries of the four presentations and two panel discussions from a conference that focused on the need for schools, employment and training systems, business, foundations, and other resources to coordinate efforts to address educational and employment problems of disadvantaged youth. "Public Subsidy or Private Payroll" challenges the private sector to develop cooperative working relationships to provide disadvantaged youth with greater opportunities. "Federal Role and Support: History and Budget Update" describes the impact of federal efforts to address youth unemployment problems and provides an assessment of current administration proposals for future federal support. In "Legislative Proposals" are outlined and compared four major legislative employment and training proposals under consideration in the House and Senate. "Education for Citizenship vs. Training for Employment" considers the purpose and function of education. The conference summary ends with presentations and discussions from two panels, one concerning the implication for public policy of relating school and work and the other concerning business/education partnerships. (YLB)

ED219621 CE033356

Scharmann, Larry, Ed.; Lay, Gary, Ed.

Energy Efficiency for Heating, Ventilating, Air-Conditioning Instructors.

Nebraska State Energy Office, Lincoln.

Pub Date [80]

Note-29p.; For related documents see CE 033 352-355.

Available from-Nebraska Energy Office, P.O. Box 95085, Lincoln, NE 68509 ($2.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; *Conservation Education; Curriculum Guides; *Energy Conservation; Equipment; Fuel Consumption; Fused Curriculum; Guidelines; *Heating; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; *Technical Education; *Ventilation; Vocational Education

Intended primarily but not solely for use at the postsecondary level, this curriculum guide contains five units on energy efficiency that were designed to be incorporated into an existing program in heating, ventilating, and air-conditioning. The following topics are examined: how energy conservation pays, heating, ventilation, air-conditioning, and new appliance purchasing. Covered in each unit are unit rationale,

necessary advanced preparations, anticipated instructional time, guidelines for implementing the unit, unit activities, and unit references. (MN)

ED219641 CE033483

Branscum, Shelba Y.

The Extension of the Work Again Project into Five Communities in Southeast Missouri. Final Report.

Southeast Missouri State Univ., Cape Girardeau.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date 30 Jun 82

Note-37p.; Parts of the appendix may not reproduce well due to light type. For related documents see ED 205 771 and CE 033 423.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; Employment Opportunities; *Job Placement; *Job Training; Middle Aged Adults; *Older Adults; *Part Time Employment; Program Descriptions; Program Development; Retirement; Self Concept; Service Occupations; *Volunteer Training

Identifiers-*Work Again Project

This scope-of-work continued the Work Again Project (Development and Implementation of a Center to Place Elders into Working Positions) by extending it into five surrounding communities in Southeastern Missouri. The project's six objectives were (1) to continue the original project by training and placing more older adults, (2) to continue the measurement of influence of working situations on elders' self-concepts, (3) to continue the education of the community to the general needs of elders, (4) to develop and implement Work Again Centers in five surrounding communities, (5) to establish the Centers as locally funded units, and (6) to develop and implement occupational training programs designed for elders. The project served 5,955 clients ranging in age from 55-93 years. (Appendixes include a description of project procedures, staff job descriptions, an organizational flow chart, a selected bibliography, and final budget figures.) (YLB)

ED219687 CG016111

Stapleton, Constance; MacCormack, Norma

When Parents Divorce. Caring about Kids.

National Inst. of Mental Health (DHHS), Rockville, Md. Div. of Scientific and Public Information.

Report No-DHHS-ADM-81-1120

Pub Date 81

Contract No-NIMH-278-78-0059(SP)

Note-26p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Childhood Attitudes; Child Welfare; Coping; *Divorce; *Emotional Adjustment; Emotional Response; Family (Sociological Unit); Family Counseling; *Family Problems; Marital Instability; Models; *Parent Child Relationship; *Remarriage; *Stress Variables

Identifiers-*Child Custody

This pamphlet, part of a series designed to help parents care for themselves and their children while promoting good mental health, deals with ways in which children are affected by divorce and how they learn to cope with the subsequent separation and changes. Advice for preparing children for the separation and divorce includes suggestions on how and when children should be told. Custody issues are outlined and alternatives described. Children's reactions are discussed in terms of the age of the child, differences between boys and girls, and the strengths that children possess. Suggestions are given for maintaining healthy relationships between parent and child, and handling new relationships that may occur after the separation and divorce. (JAC)

ED219732 CS006765

Reading and Study Skills and Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-14p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Basal Read[illegible] *Beginning Reading; *Classroom Communication; Cultural Awarenes[illegible]oral Dissertations; Elementary Education; Oral Reading; Parent [illegible]ior Learning; Reading Attitudes; Reading Comprehension; *Re[illegible] Instruction; Reading Materials; Reading Programs; Reading Readiness; *Reading Research; Reading Skills; *Schemata (Cognition); Silent Reading; *Study Skills
Identifiers-Prose Learning

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) the effect of assisted reading as a teaching method for enhancing reading readiness in kindergarten children; (2) the structure of talk in primary grade reading lessons; (3) the relationship between the reading ability and story schema of the first grade child; (4) the effect of level and condition of prior knowledge on children's question answering; (5) story schema acquisition and its influence on beginning reading; (6) foreign culture representation in elementary reading textbooks; (7) the effects of a nonverbal sound-symbol training program on reading achievement; (8) the effects of paraphrase notetaking on prose learning; (9) the use of oral prompts as an effective teaching strategy in oral reading activities; (10) the effect of echo impress upon the reading readiness, reading interest, and word recognition skills of 3- and 4-year-old children; (11) trope density of intermediate basal readers; (12) social relations and interactions as they affect the opportunity to learn; and (13) the feasibility and effectiveness of supplemental parental reading instruction in first grade. (FL)

ED219753 CS206988

Moore, Roy L.; Moschis, George P.

A Longitudinal Analysis of Television Advertising Effects on Adolescents.

Pub Date Jul 82

Note-32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents; *Advertising; *Consumer Economics; *Family Influence; *Mass Media Effects; Predictor Variables; Research Methodology; Television; *Television Research; *Television Viewing

A longitudinal study examined both the short term and the long term effects of television advertising on the development of adolescents' consumption-related orientations. Questionnaires were administered to 556 adolescents in a number of schools in a southern state; a second wave of questionnaires was administered to a subsample of 230 of these students approximately 14 months later. The items on the questionnaires elicited information concerning the respondents' (1) consumer role perceptions, (2) consumer activity, (3) materialism, (4) sex role conceptions, (5) and television advertising viewing. The resulting data suggested that television advertising had both short and long term effects on consumer socialization. Some negative effects appeared to occur directly, especially among families in which communication about consumption was low. The data also showed that interpersonal processes might condition an adolescent's attention to and learning from television, causing both negative and positive effects on socialization. Finally, the results suggested that the long term effects of television differ from those in the short run, indicating that researchers should separate the two variables in future studies. (FL)

ED219796 CS207150

Mathison, Dorothy Elaine

A Comparative Analysis of the Effectiveness of Language Arts Instruction with Special Emphasis on Aesthetic Values for Selected Kindergarten, First, and Second Grade Children.

Pub Date 77
Note-96p.; Ed.D. Thesis, The University of Sarasota.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Aesthetic Education; Art Activities; Childhood Attitudes; Creative Dramatics; Films; *Integrated Curriculum; *Intelligence Quotient; *Language Arts; Music Activities; Primary Education; *Self Concept; Student Improvement; Urban Education

A study was conducted to determine the effect of language arts instruction that emphasized aesthetics on the attitude, self-concept, and IQ of primary school students. The subjects, 129 kindergarten through grade two students in a large urban school, were divided into an experimental and a control group. The experimental group received language arts instruction that emphasized music activities related to language, creative dramatics, puppetry, audiovisual aids, art activities and trips to museums, galleries, and interesting architectural sites. Control group students received no special aesthetic instruction. All students were administered measures of self-concept, attitude, and IQ. Results indicated that the enriched language arts program did not change self-concept, attitude, or IQ for kindergarten and first grade children, but did seem to affect the attitude and IQ of the second grade subjects. (Appendixes contain a description of materials used in the study.) (FL)

ED219860 EA014911

Moursund, David

The Computer-Literate Student.

Pub Date Jul 82

Note-9p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Computer Assisted Instruction; *Computer Literacy; Computer Programs; Computer Science; *Computer Science Education; Educational Policy; Elementary Secondary Education; Futures (of Society); *Knowledge Level; Microcomputers; Postsecondary Education; Programing; Skill Development

Computers are changing the lives of millions of people, but schools are still not producing many computer literate students. Rapid improvements in hardware technology and major progress in the development of software have put computers within reach of everyone. Computer literacy must now be treated as a functional tool similar to reading, writing, and arithmetic. Student knowledge about computers can be classified into four levels: at the novice level the student uses prepared programs, often in the form of computer-assisted instruction; the intermediate level requires more substantial mastery of the machine, permitting such operations as word processing, information retrieval, or application of analytic methods tailored to specific content; the advanced level involves development of programming skills suitable to an area of investigation; and with professional-level knowledge the student is prepared for employment in the data processing field. The degree to which a student can be considered computer literate depends primarily on the level of computer knowledge his or her academic endeavors demand. Teaching students the necessary skills effectively and providing an adequate understanding of the social and ethical concerns that will accompany the new technology will require computer literate teachers backed up by suitable resources. (Author/PGD)

ED219880 EA014931

Rogers, Jean B.

Teaching Beginners to Program: Some Cognitive Considerations.

Pub Date Jul 82

Note-10p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Cognitive Development; Computer Science; *Computer Science Education; Elementary Education; Instructional Materials; Material Development; *Programing

Learning to program involves developing an understanding of two hierarchies of concepts. One hierarchy consists of data and extends from very literal data (which represents only itself) to very abstract data incorporating variable values in complex interrelationships. The other hierarchy consists of the operations performed on the data and extends from straight, linear sequences to loops, internal tests, and branching structures. Grasping the successive concepts in these hierarchies requires development of successive cognitive skills. If the best tools for delivering instruction in programming are to be designed, the designer must be conscious of both the developmental level of the students being taught and the difficulty levels of the specific

programming tasks to be accomplished. A list of 35 documents suggested for further reading on the subject is supplied, as an addition to the bibliographic material cited in the text. (Author/PGD)

ED219900 EC143179

O'Connell-Mason, Christine Y.

Curriculum and Instructional Strategies for Developing Interpersonal Interactions with Severely Handicapped Students: Application in Integrated Settings.

Pub Date Apr 82

Note-13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-53).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum; Elementary Secondary Education; *Interpersonal Competence; *Mainstreaming; Models; *Severe Disabilities; *Student Evaluation; *Teaching Methods

In establishing appropriate social behaviors in mainstreamed severely handicapped students, it is important to understand the frustrations encountered in specific environments, the distinction between adaptive and appropriate behaviors, and the behaviors which may serve as transitions to more adaptive behaviors (such as communication of ideas). A control-investment model is explained, and the distinction between appropriate (behaviors which produce no conflict with a particular environment) and adaptive (behaviors which facilitate an individual achieving skills) behaviors is made. An assessment model is described which involves evaluation of environmentally relevant priority behaviors, thorough evaluation of the individual, evaluation of how to pair normal peers with severely handicapped individuals, and evaluation of social skills. Response considerations (including response immediacy) and curriculum considerations (including level of independence required) are pointed out. (SW)

ED219985 HE015128

Astin, Alexander W.; And Others

Minorities in American Higher Education. Recent Trends, Current Prospects, and Recommendations. First Edition.

Report No-ISBN-0-87589-523-9
Pub Date 82
Note-263p.
Available from-Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($15.95).

Document Not Available from EDRS.

Descriptors-*Access to Education; Admission Criteria; American Indians; Black Students; *College Students; Educational Discrimination; Educational Opportunities; *Equal Education; Federal Programs; Federal State Relationship; *Financial Support; *Higher Education; Mexican Americans; *Minority Groups; Public Policy; Puerto Ricans; State Programs; Student College Relationship; Student Financial Aid
Identifiers-Chicanos; *Commission on the Higher Education of Minorities

A comprehensive study on the past gains, present status, and future prospects of blacks, Chicanos, Puerto Ricans, and American Indians in higher education is examined using data compiled by the Higher Education Research Institute for the Commission on the Higher Education of Minorities. Separate chapters cover the following: (1) the purpose of the study, the study design, and the value premises that guided the commission's work; (2) the progressive underrepresentation of each minority group at successively higher levels of educational attainment; (3) the severe underrepresentation of minorities in certain fields such as engineering, biological sciences, and business; (4) the major changes in enrollment in undergraduate, graduate, and professional schools during recent years; (5) factors that facilitate or inhibit minority progress in higher education; (6) federal programs implemented to promote minority group participation in higher education (and the relationship between federal and state programs); (7) controversial issues; (8) major empirical findings of the study, and (9) the commission's recommendations. Over 60 recommendations call for reexamining current policies and practices, suggest new services, and spell out urgently needed changes in broad areas of concern, including testing and grading, precollegiate education, community colleges, academic and personal support systems, equality of access, financial aid, bilingualism, graduate and professional education, minority faculty and administrators, government programs, minority women, evaluation of minority-oriented programs, and statistical research on minorities. Appendices include assessment of the quality of data and description of dependent or outcome variables used in regression analyses. (LC)

ED219558 CE033258

Career Education Implementation Mode for Classroom Teachers. Bulletin 1980, No. 35.

Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 80
Grant-DHEW-554-AH-70214
Note-24p.; For related documents see CE 033 257-262.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education; *Class Activities; Educational Objectives; Elementary Education; *Fused Curriculum; *Integrated Curriculum; Learning Activities; *Program Evaluation; *Program Implementation; Teaching Guides
Identifiers-*Alabama; Education Amendments 1974

Developed for classroom teachers in Alabama, this implementation mode is intended to provide a stimulus for infusing career education activities and goals into classroom sucject areas. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives and expected outcomes. Section 2 discusses teacher preparation and lists six steps recommended for teachers to use in implementing career education in classroom instruction. Section 3 briefly describes recommended methods of implementation. Guidelines for career education program evaluation are provided in section 4 in the form of checklists relating to the goals of career education. The final section lists 91 ideas for application of the career education concepts. (YLB)

ED219664 CG016037

Harmon-Bowman, Mona; Elmore, Richard T., Jr.

The Role of Mentoring in the Development of Professional Psychologists.

Pub Date 25 Mar 82

Note-14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Development; Annotated Bibliographies; *Career Development; Counselor Educators; Counselor Training; Employed Women; *Helping Relationship; Literature Reviews; *Mentors; *Modeling (Psychology); *Professional Development; *Psychologists; Teacher Influence

This paper provides an overview of mentoring in psychology, and includes the components of teaching, modeling, guiding, sponsoring, and counseling. The contributions of mentors toward the professional success of men and women in business, medicine and education are discussed. The materials suggest a need for further research because the literature review revealed no specific writing on the role of mentoring in the development of professional psychologists. Throughout the paper an annotated bibliography of books and journal articles dealing with the importance of mentors in career development is provided. (Author/JAC)

ED219775 CS207108

Hamilton, Harlan

Adolescent Literature in the Age of Aquarius.

Pub Date 82

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescent Literature; *Educational Change; English Curriculum; English Instruction; Films; Literature; *Literature Appreciation; *Paperback Books; *Reading Interests; *Reading Material Selection; Secondary Education; *Student Interests; Teacher Attitudes; Television Viewing

To avoid the demise of adolescent literature, educators must revise their way of thinking to include a great many paperback media tie-in books in the English curriculum. Among the possible reasons many teachers have thus far neglected media tie-ins are their beliefs that the tie-ins are inferior literature or that they are just another gimmick. Other teachers may be afraid of being censured by parents or may even be unaware of the existence of these books because of their suppression by book clubs. Another reason may be the tendency to return to hardcover anthologies that are more "respectable." Nevertheless, previous studies have shown that students will read media tie-ins when their interests are stimulated by the media. They also have shown that television, movies, and even the promotion of television and movies functioned as motivators for voluntary adolescent reading. In spite of this interest in media-related books, school book clubs still have forced-choice selection that exclude media tie-ins. Furthermore, few if any media-related books are advertised in professional publications or exhibited at conferences and conventions of English or reading teachers. Now is a good time to revive literature education to include media tie-ins since television and movie novels whet the interests of the students and provide content for all levels of readers. Second, television and film direct more attention to adaptations of adolescent fiction, thereby extending the potential for multimedia literature study. (HOD)

ED219502 CE032383

Johnston, Suzanne

The Use of Visual Imagery to Teach Reading Comprehension to Adult Education Students.

Pub Date [80]
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education; *Adult Reading Programs; *Program Effectiveness; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; Reading Skills; Remedial Reading; *Teaching Methods; *Visualization
Identifiers-Oakland Adult Day and Evening School CA

A study was conducted to determine if visualization could be used as an organizational tool to help adult education students improve their reading comprehension by helping them to see the structure of what they are reading in a sort of verbal picture of organized ideas. Following a review of research, which identified five areas in which visualization has been shown to be helpful, lessons were developed and used with adult education students at the Adult Day and Evening School in Oakland, California. The lessons, which were aimed to teach visualization as an organizational strategy, were divided into two parts (main idea and comparison/contrast). The materials were arranged to provide sequential instruction moving from concrete, to pictorial, to symbolic experience, first with words and then with paragraphs. It was found that the 11 students who received training in using visualization scored better on a test of main idea and comparison/contrast than the eight students who did not receive the training; and that there was a correlation between amount of visually enriched training a student received and test results. Implications for teaching include the following: (1) teaching the concepts of main idea and comparison/contrast in a sequentially developed, horizontal set of lessons seems to be effective in helping students develop skill; and (2) students seem to respond to concrete and pictorial experiences as a basis for forming visual images and organization which can help them move on to deal with symbolic experiences successfully. (KC)

ED219600 CE033323

Bush, Nancy; And Others

Business Education Curriculum Guide.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date [81]

Note-300p.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Accounting; Business Administration; Business Communication; *Business Education; Business English; Business Skills; Competence; *Competency Based Education; Computer Science Education; *Course Content; Curriculum Guides; Data Processing; Equipment; High Schools; Legal Education; Mathematics; Office Machines; Office Management; *Office Occupations Education; Office Practice; Recordkeeping; Secondary School Curriculum; Shorthand; Typewriting; Vocational Education; Word Processing

Identifiers-Machine Dictation; *South Carolina

This curriculum guide recommends the essential content for high school programs in business education in South Carolina. It contains course outlines which are based on competencies needed in the labor market and/or for personal business management. The guide contains 20 course descriptions which are arranged in alphabetical order. Each course is presented according to the following format: description, purpose, topical outline, competencies, objectives, learner checklist, and formal rating sheet. Courses contained in the curriculum are accounting 1, accounting 2 with computer applications, business communications, business English, business law, business mathematics, business principles and management, business data processing 1 and 2, introduction to business, machine dictation and transcription, office machines, office supervision and management, recordkeeping 1 and 2, shorthand 1 and 2, typewriting 1 and 2, and word processing. Appendixes to the guide provide a suggested equipment list by course title, recommended grading scales for keyboarding and shorthand, and suggestions for organizing a local Future Business Leaders of America chapter. (KC)

ED219712 CG016136

Blai, Boris, Jr.

For Technical Career Jobs, a Career Resource Center.

Pub Date 82
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Counseling; College Students; *Employment Services; Higher Education; *Job Placement; Literature Reviews; Program Descriptions; Program Design; Student Development; *Student Personnel Services; Student Personnel Workers; *Technical Occupations
Identifiers-*Career Resource Centers

This paper describes a career resource center (CRC) and its importance to technical career programs. The role of the professional staff in helping students make crucial decisions is described. A review of the literature is presented which lists resources and information that may be helpful in setting up a career resource center. Data are reported from studies of college career programs along with recommendations for developing career guidance centers. A description of the CRC at Harcum Junior College (Pennsylvania) is described, including the guidance activities, full-time, part-time and summer job placements, employer-college relations, the career library, the credentialing process, and job recruiter visits. (JAC)

ED219818 CS503900

Novak, Clare, Ed.; Conboy, Marilyn, Ed.

Ezra Christian Buehler: His Life and Professional Ideas.

Kansas Speech Communication Association.

Pub Date 82

Note-258p.

Available from-Kansas Speech Communication Society, 356 Murphy Hall, University of Kansas, Lawrence, KS 66045 ($10.00 prepaid).

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Biographies; *Educational History; *Educational Philosophy; Educational Principles; Higher Education; *Speech Communication; *Speech Instruction

Identifiers-*Buehler (Ezra Christian)

Undertaken at the request of students and colleagues, and because of the many request for copies of his speeches, this book presents a biography and speech transcripts of Ezra Christian Buehler, long-time professor of speech communication at the University of Kansas. Following the preface, the first section contains a biographical sketch, punctuated with Buehler's own recollections. The second section comprises the major portion of the book, and is divided into four chapters concerning Buehler's professional ideas. The first chapter contains reflections on the history of the speech profession, while the second chapter contains speeches made during Buehler's tenure at the University of Kansas. Chapter three contains essays and speech transcripts dealing with the nature of the speech act and human communication. The fourth chapter contains recollections of Buehler's experiences with orator William Jennings Bryan, and concludes with Buehler's 10 guidelines for happiness while growing older. (HTH)

ED219840 EA014670

McCareins, Alicia; And Others

An Exploratory Study of the Federal Impact on Principals. Final Report.

Chicago Associates for Social Research, IL.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Oct 81
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Responsibility; *Administrator Role; Annotated Bibliographies; Elementary Secondary Education; Federal Government; *Federal Programs; *Federal Regulation; *Government School Relationship; Interviews; Job Satisfaction; *Principals; *Responses; Surveys; Tables (Data)
Identifiers-Illinois (Chicago)

The results of a survey, comments on the results, and an annotated bibliography are presented in this preliminary study of the impact of federal programs, mandates, and regulations on school principals. The survey involved interviewing 20 principals in urban, suburban, and small-town elementary and secondary schools in the Chicago area about federal programs' impact on their jobs and their reactions to this impact. The results indicated federal programs increased the principalship's complexity, by increasing the responsibility and pressure to conform to others' priorities without increasing power, authority, or staff resources; by decreasing autonomy; and by giving principals a sense of surveillance by a distant national government. Principals became in response either "affirmers" of the programs' worth, "ventilators" who expressed distress, "irritated" principals who were far more negative, or "presumably unaffected" principals who experienced less impact. The survey report includes a copy of the interview schedule. Comments on the survey and the research problem are by Dan C. Lortie, Van Cleve Morris, Hannah Meara, and Bruce R. Thomas. The annotated bibliography covers seven topics, including principal response to federal regulations, program implementation, legal issues, and principal job satisfaction. (Author/RW)

ED219922 EC150012

Chasteen, Betty
Creative Writing for Gifted Students.
Pub Date 3 Apr 82
Note-23p.; Paper presented at the Spring Meeting of the Missouri Association of Teachers of English (Marshall, MO, April 3, 1982). Print in the appended material is poor.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Activities; *Creative Writing; Expressive Language; *Gifted; *Learning Activities; Primary Education; Writing (Composition); Writing Exercises

The teacher of elementary level gifted students discusses successful creative writing activities. Among the reasons for students to learn writing early in the educational program are that written expression complements oral communication, heightens awareness of ordinary experiences, and helps students become more appreciative of language. Activities found to be successful with first graders include creating stories and sentences based on a frame sentence provided by the teacher and telling stories as a group activity and then writing down each child's contribution on a large chart paper. Other activities are creative drama, brainstorming, playing with words, investigating word meanings, and analyzing song lyrics. Guidelines for an activity titled "What Can You Do with a Shoe?" (which involves brainstorming) are included. (SW)

ED219943 FL013092

Brisk, Maria Estela

Language Policies in American Education: A Historical Overview.

Evaluation, Dissemination and Assessment Center, Cambridge, MA.
Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-9p.
Available from-Not available separately; see FL 013 091.
Document Not Available from EDRS.
Descriptors-American Indian Languages; *Bilingual Education; Creoles; Cultural Pluralism; *Educational Policy; *Federal Legislation; Immigrants; *Language Attitudes; Migration; *Minority Group Influences; Multilingualism; Political Influences; Socioeconomic Influences; *United States History
Identifiers-*Bilingual Education Act 1968

The history of American education is marked by attempts to grapple with the U.S. multilingual and multicultural situation. Bilingual education can be traced from the time of the first migration from Asia which formed the strain of the native American, through the migrations from Europe and Africa, to the influx of immigrants from all over the world during the 19th century. Strategies used by educational institutions to cope with the situation, as well as strategies used by the specific linguistic group exercising pressure, have varied throughout history. Historically, native American languages have been officially repressed; today they are being revived. Sectarian schools established by the 19th century immigrants used texts in their native languages. The non-European migration came about due to the need for cheap labor; linguistically, the result was formation of creole languages. During most of the 19th century, multilingual education and cultural diversity enjoyed considerable tolerance. However, after 1880 the "melting-pot" became the ideal and the official requirement to use English included and went beyond education. Since 1960, sociocultural and political factors have brought pressures that have resulted in federal legislation on bilingual education and many agencies to implement it. (AMH)

ED219965 FL013163

Dato, Daniel P., Ed.

Developmental Psycholinguistics: Theory and Applications. Georgetown University Round Table on Languages and Linguistics (Washington, D.C., 1975).

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.
Report No-ISBN-0-87840-110-5
Pub Date 75
Note-297p.
Available from-Georgetown University Press, Washington, DC 20057 ($6.75).

Document Not Available from EDRS.

Descriptors-Bilingual Education; *Child Language; Fathers; Intellectual Development; *Language Acquisition; *Language Handicaps; Language Research; Language Universals; Parent Child Relationship;

*Psycholinguistics; *Second Language Learning; Semantics; Syntax; *Verbal Development
Identifiers-Piagetian Stages

The proceedings of this Georgetown University Round Table on developmental psycholinguistics are divided into four sections: (1) "Children's Language Acquisition: Linguistic and Psycholinguistic Theory"; (2) "Children's Language Acquisition and Communicative Disorders"; (3) "Developmental Psycholinguistics and Second Language Learning"; and (4) "Developmental Psycholinguistics and Education." The papers in the first section deal with sound patterns, speech, psychologically real grammar, and the acquisition of meaning. The second panel deals with the acquisition of transformations, children's language problems, and postsemantic processes in delayed child language related to first and second language learning. The panel on developmental psycholinguistics and second language learning treats cerebral dominance and language learning, second language learning, approaches to discovering universal strategies of child second language acquisition, and psycholinguistic universals in children's learning of Spanish. The fourth section treats Piagetian equilibration processes in syntax learning, the acquisition of knowledge by children educated bilingually, class inclusion, and men's speech to young children. (AMH)

ED220017 HE015376

Presley, Jennifer B.; Hagan, Willie J.

Minority Enrollment in Connecticut Institutions of Higher Education. BHE Reports, R-2-81.

Connecticut State Board of Higher Education, Hartford.

Pub Date May 81

Note-15p.

Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06150.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indians; Asian Americans; Black Students; Degrees (Academic); *Enrollment Trends; Females; Full Time Students; *Graduate Students; Higher Education; Hispanic Americans; *Minority Groups; *Part Time Students; Professional Education; School Statistics; School Surveys; State Surveys; *Undergraduate Students; Urban Areas; *Urban Universities

Identifiers-*Connecticut

Current statistics on minority enrollment in Connecticut institutions of higher education are reviewed. Trends include the following: there were 12,777 minority students in state institutions in fall 1980; minority students represent 8.5 percent of the undergraduate students and 5.9 percent of graduate and professional students; minority enrollment grew 26.1 percent from 1976 to 1980, 21.8 percent at the undergraduate level and 65.5 percent at the graduate and professional level while nonminority enrollment grew 7.9 percent during the same period; among the institutions with a total enrollment of more than 100 students, the proportion of minority students ranged from 38.7 percent to 1.7 percent; 11 public and independent institutions have 12 percent or more minority students, while 14 institutions have 4 percent or fewer. Both minority and nonminority undergraduate students were more likely to enroll on a part-time basis in 1980 than was the case in 1976; a similar percentage of minority and nonminority students enrolled part-time at the undergraduate level; at the graduate level, minority students are less likely than nonminority students to enroll on a part-time basis; attendance patterns of minority and nonminority women are similar, with minority women representing 51.9 percent of all full-time undergraduate students and nonminority women comprising 50.8 percent of nonminority undergraduate students; minority enrollment is concentrated in institutions located in urban areas, specifically the seven towns with populations over 70,000; and minority students received 5.2 percent of the degrees conferred in June 1979. (SW)

ED219522 CE033097

Hafer, A. A.
Career Planning and Development Programs for Two-Year Colleges.
Pub Date 5 May 82
Note-80p.; For a related document see CE 033 098.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Counseling; *Career Development; Career Education;
*Career Planning; Counselor Role; Counselor Teacher Cooperation;
*Educational Needs; Educational Resources; Models; Needs Assessment;
*Program Development; *Two Year Colleges

Based on interviews with seven counselors at 2-year colleges in New York, survey responses from six 2-year-college counselors throughout the country, and a review of literature, a plan was created for a career planning and development program for 2-year colleges. Counselors recognized the following needs: career planning for part-time students; special consideration for older adult students; greater resources for career planning and development; more time for career counseling by counselors (academic counseling to be taken care of by faculty); weekend workshops for faculty and counselors to learn how they can supplement each other's efforts; better use of assessment instruments; closer cooperation between career counseling and job placement; and separation of the career and personal counseling function. The career planning and development program suggested includes the following features: a career center, a career library; classroom courses in career planning and development; use of computers in career planning and development; interviews and discussions with persons in various occupations; assessment instruments and remedial education; workshops and seminars; small group discussions; cooperative work experiences; course changes when needed by students; transfer counseling; community outreach; exit counseling; follow-up studies of leaving and graduating students; and annual evaluation. Appendixes to the study include a model for the synthesis of career and leisure counseling, a student occupational plan outline, a professional career development program, an individualized career development network model, and a computer-based career guidance system. (KC)

ED219541 CE033195

Scriven, Jolene D.; And Others

National Study of Word Processing Installations in Selected Business Organizations. A Report on the National Word Processing Research Study of Delta Pi Epsilon.

Delta Pi Epsilon, St. Peter, Minn.
Report No-ISBN-0-9603064-2-0
Pub Date 81
Note-538p.; For a related document see ED 203 000.
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Business Correspondence; *Business Education; Business Skills; Clerical Occupations; Curriculum Development; Data Processing Occupations; *Educational Needs; *Futures (of Society); *Office Occupations; Postsecondary Education; Secondary Education; Typewriting; *Word Processing

A study was conducted (1) to determine current practices in word processing installations in selected organizations throughout the United States, and (2) to ascertain anticipated future developments in word processing as well as to provide recommendations for educational institutions that prepare workers for business offices. Seven interview instruments were created and administered by members of Delta Pi Epsilon to various types of word processing personnel, secretaries, managers, and equipment vendors. A total of 341 organizations were surveyed with 336 usable responses. Some of the conclusions drawn through analysis of the data collection are the following: employment opportunities for word processing personnel will continue to grow in the next 5 years; competencies needed by secretaries and word processing personnel include transcription skills, typing with speed and accuracy, listening and following directions, using a filing system, and organizational skills; and on-the-job training usually follows high school business skills training, with 3 months of training on magnetic tape equipment usually satisfactory. The information obtained from this study, literature review, comparison of related research, and analysis of data suggests that business education departments emphasize the following: typing with accuracy of at least 50 words per minute; using English correctly, and learning formatting procedures; exposing students to work measurement practices; stressing English skills; teaching the relationship between word processing and data processing; developing internship programs; and maintaining close contact with word processing users. (KC)

ED219665 CG016088

Bonar, Joy W.; Koester, Lynne Sanford

Sex Differences in Career Goals, Family Plans, and Abortion Attitudes of Medical Students.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abortions; Expectation; *Family Planning; Goal Orientation; Higher Education; Life Style; *Medical Students; *Occupational Aspiration; *Role Conflict; *Sex Differences; Sex Role; Social Exchange Theory; *Student Attitudes

Women have historically been under-represented in the medical profession in part because the norms of feminine behavior have deviated from behavior expected of physicians. To determine the career and family expectations of current medical students, 320 medical students were surveyed. Results confirmed the hypothesis that even sex-role-modern women perceive family rewards to outweigh the benefits of maximizing career rewards. Abortion attitudes tended to correlate with attitudes about women's rights and sex roles; female medical students held more proabortion attitudes than males. Contrary to prediction, women medical students experienced more role strain than men. Most women students expected equal sharing of child care and household responsibilities while men expected to contribute less. The findings suggest that recognition of the importance of family relationships may help reduce the emotional and psychological stress of being a physician. (Author/JAC)

ED219797 CS207151

Connolly, Thomas V.; Grice, Roger A.

Industry-University Cooperation in Technical Communication.

Pub Date May 82

Note-11p.; Paper presented at the Annual Meeting of the International Technical Communication Conference (29th, Boston, MA, May 5-8, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Business; *Cooperative Programs; Higher Education; Inservice Education; *Institutional Cooperation; *School Business Relationship; *Technical Writing

Identifiers-*International Business Machines

The cooperative efforts of the customer and service information department in IBM's Kingston, New York, laboratory and members of the academic community designed to improve technical communication and knowledge skills for all concerned are described in this report. These efforts described include (1) study groups working to design a library of publications for a new product, (2) on-site courses taught by a university professor to help employees upgrade their writing skills, (3) academic help with the design of reader surveys and survey data analysis, (4) collection of useful academic studies, (5) a cooperative education program for students on semester breaks, (6) presentations to university classes, (7) participation at the Association of Departments of English conference, and (8) a graduate work-study program for employees. (JL)

ED219901 EC143180

O'Connell, Joanne Curry

Preschool Handicapped Education--A National Survey of Services and Personnel Requirements.

Spons Agency-Northern Iowa Univ., Great Falls.

Pub Date Apr 82

Note-23p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-54).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delivery Systems; *Disabilities; National Surveys; Preschool Education; *State Legislation; *State Programs; *State Standards; Teacher Certification

The national survey of teacher certification directors was designed to assess the status of state legislation mandating services for children from birth to age 5 and to assess the progress of state education agencies in developing certification standards for teachers of the preschool handicapped. Among findings were that only 16% of all states require that an unrestricted birth to 5 year old handicapped population be served; that preschool handicapped services are provided by an array of agencies, ranging from rehablitation services, social services, and human services to the Association for Reterded Citizens and local day care centers; 68% of respondents report the center based model is used most often; and state standards and regulations for certifying teachers of preschool handicapped children are established in 35% of the states. Several strategies should be employed to affect state policy decisions: active parent organizations need to be involved and nurtured, the general public must be informed about early education for the handicapped, education personnel must begin interacting with other child care professionals, and advocates must organize a legislative task force. Tables with statistiical data are included. (SW)

ED219559 CE033259

Career Education Implementation Mode for Counselors. Bulletin 1980, No. 36.

Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 80

Grant-DHEW-554-AH-70214

Note-23p.; For related documents see CE 033 257-262.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Counseling; *Career Education; *Career Guidance; Class Activities; Counseling Services; Counselor Evaluation; *Counselor Role; Educational Objectives; Elementary Secondary Education; *Guidance Programs; *Integrated Curriculum; Learning Activities; *Program Implementation

Identifiers-*Alabama; Education Amendments 1974

Developed for school counselors in Alabama, this implementation mode is intended to provide a stimulus for infusing career education activities and goals into the total curriculum. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awaremess, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. This information is then presented to provide counselors with guidelines, directions, ideas, and helpful suggestions for use in implementing career guidance: career goal, counseling objectives, counselor's responsibilities, career guidance activities to assist teachers, 91 ideas for application of career education concepts, career guidance activities to assist students, career guidance activities to assist the school, and a list of helpful materials for use in a career lab. A form for career education counselor evaluation is appended. (YLB)

Accounting 202, 302.
Manitoba Dept. of Education, Winnipeg.

Report No-ISBN-0-86497-048-8
Pub Date 82
Note-271p.; For related documents see CE 033 294-299.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Accounting; Behavioral Objectives; Bookkeeping; *Business Education; *Business Skills; Clerical Occupations; Guidelines; Instructional Materials; Learning Activities; *Money Management; *Office Occupations Education; *Recordkeeping; Secondary Education; Vocational Education

This teaching guide consists of guidelines for conducting two secondary-level introductory accounting courses. Intended for vocational business education students, the courses are designed to introduce financial principles and practices important to personal and business life, to promote development of clerical and bookkeeping skills sufficient for entry-level jobs, and to provide an introduction to accounting concepts and procedures studied at the postsecondary level. The goals and objectives of each course are described. Next, specific lesson goals and objectives, teachers' notes and suggested activities, and lists of suggested materials are provided for each course. Covered in the Accounting 202 course are the basic accounting cycle, systems and procedures to control and record cash receipts and cash payments, petty cash, bank reconciliation, payroll systems, systems and procedures for a merchandising business, and completion of the accounting cycle. The Accounting 302 course includes the following topics: processing accounting data; voucher systems; inventory systems; and manufacturing, budget, partnership, corporation, taxation, cash basis, and current value accounting. Appended are a bibliography and transparency masters. (MN)

ED219622 CE033357

Rumberger, Russell W.; Daymont, Thomas N.

The Economic Value of Academic and Vocational Training Acquired in High School.

Pub Date Mar 82

Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Available from-Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 ($1.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Education; Employer Attitudes; *Employment Opportunities; General Education; *High School Graduates; High Schools; Job Placement; *Outcomes of Education; Relevance (Education); Secondary School Curriculum; *Vocational Education; *Wages

Identifiers-National Longitudinal Survey Youth Labor Market Ex

This study examines whether differences in high school curricula lead to differences in labor market opportunities for persons who complete 10 to 12 years of schooling and acquire no postsecondary training. Data were gathered beginning in 1979 from a national longitudinal survey of youth. Researchers studied detailed information on coursework taken from high school transcripts. The results show no systematic advantage of one high school curriculum relative to another, although in some instances--for some students and in some areas--vocational preparation produces superior labor market effects compared to academic or general curricula. (Author/KC)

ED219642 CE033489

Landers, Jack M.

A Study of the Plastics Industry in Missouri. Final Research Report.

Central Missouri State Univ., Warrensburg.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date 30 Jun 82
Note-113p.; Not available in paper copy due to marginal legibility.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Employment Opportunities; *Employment Qualifications; Interviews; *Job Skills; Machinists; *Plastics; Questionnaires; Secondary Education; State Surveys; Trade and Industrial Education
Identifiers-*Missouri

Missouri's plastics industry was surveyed to identify tasks, skills, and knowledges necessary for entry into plastics-related occupations. Respondents returned 129 questionnaires. Additional information was received by telephone interviews with cooperating industries and associations. Of responding firms, St. Louis and Kansas City metropolitan areas had the greatest concentration of plastics firms. Women contributed heavily to the labor force of the plastics industry, and there appeared a greater potential for female employment in the industry than is currently realized by those seeking employment in other fields. As a result of automation, the plastics industry was not heavily dependent on the work force for production. From responding plastics firms, 44 percent indicated they employed fewer than 25 employees. Their greatest manpower need was for machine operators where job experience was not a concern. Most employers preferred pre-training of employees through public schools in the following areas: machine operator, types of plastics and their properties, mold making and maintenance, mathematics, colorants, and molecular chemistry. Most firms gave evidence of their needs to increase man-hours of work within the next year. (Appendixes include the survey and a list of plastics firms.) (YLB)

ED219688 CG016112

Bender, Robert C.

The Development and Validation of Programmed Empathy Training.

Pub Date 18 Mar 82

Note-12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; Comparative Analysis; *Counseling Techniques; *Counselor Training; *Empathy; Higher Education; Outcomes of Education; *Program Effectiveness; Program Validation; *Resident Assistants; *Training Methods

Identifiers-*Didactic Training

Although research strongly supports the facilitative nature of empathy in all helping relationships, there is a need for the experimental assessment of the differential effects of procedures designed to maximize this skill. Resident assistants (N=154) participated in a study to compare programmed and didactic training methods and to determine the retention of any gains. Results indicated that while the didactic and the Empathy Enhancement Tapes (EET) were both effective training approaches, the EET was superior at the completion of training. Both experimental groups retained their increased levels of accurate empathy over a 4-week span; any differences between the two treatments were extinguished by that time. The findings suggest that empathic ability can be enhanced in an environment in which the training does not offer empathic understanding. (JAC)

ED219713 CS006181

Judy, Stephen, Ed.

Reading.

Michigan Council of Teachers of English.

Pub Date 80

Note-59p.; The Michigan Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Available from-Michigan Council of Teachers of English, P.O. Box 895, Rochester, MI 48063 ($4.50 plus $0.50 postage).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Classroom Communication; Critical Reading; Individualized Instruction; Literature; *Literature Appreciation; Parent Participation; Parent Teacher Cooperation; *Reading Instruction; *Reading Programs; Secondary Education; *Teaching Methods; *Writing Instruction

Articles in this monograph reflect the fact that English teachers see reading and literature as closely related. The opening essay, "Reading Is Non-Linear," provides the theoretical base for a comprehensive approach, drawing on current psycholinguistic theory. "Toward Comprehensive Reading Programs in Secondary Schools," reviews current issues and debates in reading instruction and also calls for a program that avoids extremes in both philosophy and pedagogy. The "how-to's" of reading and literature programs are addressed in "Nothing Improves Reading Like Reading; But You've Got to Get Them to Do It First." The article, "The Multidimensional Literature Program," argues that reading/literature teachers must draw on a variety of teaching techniques, not just one or two. Classroom talk is dealt with in "Talk Is Cheap," which further shows how the application of the ideas of William Glasser can contribute to literature lessons. Strategies for constructing individualized reading programs are provided in "Stationing as a Reading Management Technique." A workshop approach to teaching writing that actively engages students in reading is discussed in "Teaching Critical Reading in the Writing Class." The article, "Every Teacher Is a Teacher of Reading," states cogently that teachers in all subject areas must take responsibility for helping their students with reading skills. The final article, "Parent-Teacher Cooperation Pays Off," shows that the concern for reading can extend beyond the schools.

(HOD)

ED219733   CS006766

Reading and Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-7p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Cognitive Processes; Comparative Analysis; *Doctoral Dissertations; Elementary Secondary Education; Expository Writing; Oral Language; *Reading Comprehension; *Reading Instruction; *Reading Research; Sentence Combining; Syntax; Theories; *Writing Instruction; *Writing Research; Written Language
Identifiers-*Reading Writing Relationship; Syntactic Maturity

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The nine titles deal with the following topics: (1) the effects of syntactic differences between oral and written discourse on the reading comprehension of second and fifth grade students; (2) the effects of a sentence combining program on the reading comprehension and written composition of fourth grade students; (3) a comparison of the strategies in composition and in reading comprehension of eighth and ninth grade students; (4) structural features used in narrative and expository writing and the relationship of those features to the reading comprehension of children in grades two through six; (5) the relative effectiveness of oral language and written text presentations; (6) syntactic maturity in reading comprehension and writing ability; (7) the relationships among children's awareness of the function of writing, cognitive levels, and reading readiness; (8) the reading comprehension and written composition of reflective and impulsive fourth grade students; and (9) relating reading and writing through a transactional theory of the writing process. (FL)

ED219754 CS207019

Melkote, Srinivas Rajagopal

In Search of Alternative Communication Strategies for Rural Development in the Third World: A Critique of the Diffusion of Innovations Research.

Pub Date Jul 82

Note-38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adoption (Ideas); *Communication Problems; *Developing Nations; *Diffusion (Communication); Experimenter Characteristics; International Programs; Quality of Life; Researchers; *Research Problems; *Rural Development

In their attempts to further the adoption of productivity increasing ideas and practices by third world peasants, diffusion researchers have paid insufficient attention to the factors acting as constraints to their efforts. An examination of one of these constraints, the lack of an equitable system for delivering knowledge and skills to rural populations, reveals the erroneous assumptions and methodological mistakes of diffusion researchers, including (1) preoccupation with already diffused innovations; (2) unrealistic proliteracy bias; (3) focus on the individual as locus of change; (4) media effects approach; (5) propersuasion bias; (6) proinnovation bias; (7) favoring of in-the-head variables of receivers over manipulable ones; (8) prosource bias; (9) inadequate researcher self-examination; (10) one way message flow bias from top to bottom; and (11) a lack of interest in field experimentation. Given these inadequacies, one can predict that a diffusion campaign would result in few peasants gaining systematic knowledge about innovations and their applications, even fewer with sufficient knowledge to act effectively, and some whose knowledge was distorted. And the communication constraint is only one of many constraints that need to be overcome before successful implementation of rural development projects will be possible. (JL)

ED219819 CS503901

Sanders, Wayne

Consitutional Free Speech Protections for the Public Employee: Close Enough for Government Work?

Pub Date Apr 82

Note-54p.; Paper presented at the Annual Meeting of the American Business Communication Association (Indianapolis, IN, April 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Communication Research; Content Analysis; *Court Litigation; Court Role; Dismissal (Personnel); *Employer Employee Relationship; *Freedom of Speech; *Government Employees; Organizational Climate; Organizational Communication

Identifiers-Pickering v Board of Education; *Supreme Court

A case review study of court decisions concerning public employees' constitutional right of free speech yields conflicting and sometimes disturbing results. The most often cited precedent in these decisions is the 1968 Supreme Court ruling in "Pickering v. Board of Education" in which a letter from a school teacher to a newspaper criticizing a school board decision was found to be protected speech. However, "Pickering" balances the free speech rights of the employee against the need for organizational efficiency. In writing the opinion, Justice Marshall declared that this "Pickering balance" must be applied on a case by case basis. A 1979 Supreme Court decision, "Givhan v. Western Line Consolidated School District," extended protection to internal speech communication not aimed at the general public. A survey of court decisions, however, reveals that even this modified "Pickering balance" often yields decisions in which matters of coworker harmony, the superior/subordinate relationship, and organizational reputation outweigh free speech protection. Although courts have made the analogy between protected speech in society and in organizations, they have preferred the "ad hoc" balancing of the "Pickering" test over the implications of the analogy itself. Extending the analogy while protecting employer rights through special provisions would yield better results and simplify the courts' tasks. (JL)

ED219861 EA014912

Bork, Alfred

The Fourth Revolution--Computers and Learning.

Pub Date Jul 82
Note-17p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.
Available from-Not available separately; see EA 014 910.
Document Not Available from EDRS.
Descriptors-*Computer Assisted Instruction; Computer Literacy; Computer Programs; Curriculum Development; *Educational Change; Educational Media; Elementary Secondary Education; *Futures (of Society); Individualized Instruction; Instructional Materials; Material Development; Microcomputers; Postsecondary Education; Programing; *Teacher Role; Technological Advancement
Identifiers-BASIC Programing Language

The personal computer is sparking a major historical change in the way people learn, a change that could lead to the disappearance of formal education as we know it. The computer can help resolve many of the difficulties now crippling education by enabling expert teachers and curriculum developers to prepare interactive and individualized instructional materials for wide dissemination at low cost. These changes will be made possible by the creation of a large and discriminating market for low-cost computer hardware and software. As quality materials are developed to serve this market, schools will turn increasingly to computerized and off-campus instruction. Computers will be used by schools in several ways, which must be selected on pedagogical rather than on philosophical or technological grounds. Computer-related education will concentrate on developing computer literacy, teaching programming (though preferably not BASIC), and providing computer-assisted instruction in academic areas. Teachers can prepare for the changing nature of education by studying learning theory, curriculum development, and modern programming languages, and by adopting a Socratic teaching technique; experimenting with computers; developing a critical eye for computer-based learning material; working with others; and concentrating on long range goals for education.

(Author/PGD)

ED219881 EA014932

Reckord, Joshua

Elementary Classroom Computing.

Pub Date Jul 82

Note-7p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-931.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-*Classroom Environment; Computer Oriented Programs; Educational Change; *Educational Environment; Elementary Education; *Microcomputers; Student Attitudes; Teacher Attitudes

The installation of microcomputers in the elementary school classroom affects more than the instructional activities occurring in the room. This paper points out that the presence of the microcomputer affects (or is affected by) the relationships between and among adults and students, the use of room space, the circulation of information, the sound level in the room, and the structuring of class time and the availability of responsible equipment supervisors. The paper also comments on (1) the tendency for computer "specialists" to emerge among classroom teachers, resulting in the reinforcement of technological folklore about the "mysterious" nature of computers; (2) the pressure to standardize computer purchasing in each school district; and (3) the effect of our views of the future on our responses to the microcomputer phenomenon. The paper closes with a list of suggestions for computer use that were generated in discussions with elementary students. (PGD)

ED219923 EC150013

Mullin, James J.; Chadderdon, Linda M.

A Directory of Selected National and Transnational Resources in Rehabilitation Information.

Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.

Pub Date May 81

Note-26p.; A substantial portion of this text appears in the Drexel Library Quarterly; v16 n2 1980.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; *Foreign Countries; *Information Services; International Organizations; *Rehabilitation Centers

Identifiers-Canada; *Europe

The directory presents information on some of the rehabilitation information services worldwide. National developments in the following countries are described: Belgium (the National Fund for Social Classification of the Handicapped, the Belgian Red Cross); Canada (the Canadian Rehabilitation Council for the Disabled); Denmark (Inspectorate of Special Education, the Danish Royal Pedagogical Institute for Special Education, the Society and Home for the Disabled); Federal Republic of Germany (Deutsches Institut Fur Medizinsche Dokumentation und Information, Institute for Documentation and Information on Social Medicine and Public Health, International and Interdisciplinary Documentation and Information on Rehabilitation Research, Bundesarbeitsgemeinschaft fur Rehabilitation, the German Society for Rehabilitation of the Disabled); France (French National Liaison Committee for Rehabilitation); Italy (Italian Association for Assistance to Spastics); Netherlands (Netherlands Association for Rehabilitation, National Organization for the Care of the Mentally Handicapped, Adaptations for the Handicapped); Spain (Rehabilitation Service for the Disabled of the New National Institute of Social Services); Sweden (the Handikappinstutet); Switzerland (Office Federal des Assurances Sociales, Pro Infirmis); United Kingdom (Disabled Living Foundation, Royal Assocation for Disability and Rehabilitation, Center for Environment and the Handicapped, Appropriate Health Resources and Technologies Action Group, the Production Engineering Research Association); and Scotland (Scotish Information Service for the Disabled). Also mentioned are some of the transnational information services including Rehabilitation International, the International League of Societies for the Mentally Handicapped, the Vocational Rehabilitation Section of the International Labor Office, and the Center on Deafness. A listing of addresses of national and transnational informaton resources completes the directory. (SW)

ED219986 HE015199

Copp, Laurel; And Others
Nursing Research: Position Statement.
American Association of Colleges of Nursing, Washington, D.C.
Report No-AACN-Pub-81-4
Pub Date Dec 81
Note-10p.
Available from-American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 ($4.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Deans; Administrator Role; Agency Role; College Faculty; Educational Quality; *Faculty Development; Grantsmanship; Higher Education; Information Dissemination; Interdisciplinary Approach; *Nursing Education; Productivity; *Professional Associations; *Research Projects; Research Skills; *Research Utilization; *Scholarship; Teacher Role
Identifiers-*American Association of Colleges of Nursing

The role of the American Association of Colleges of Nursing (AACN) in encouraging research through the programs and activities of the member schools is discussed. It is suggested that the dean or administrative head of a college of nursing is in a position to influence nursing research activities. The principal role of the academic dean in promoting nursing research is to provide a strong research environment, principally through recruiting, maintaining, and sustaining faculty with the potential for scholarly activity. Specific attention is directed to the following ways in which the dean can promote nursing research activities: (1) development of faculty research skills and improvement of research productivity; (2) promotion of high quality teaching of research in the nursing curricula at both the undergraduate and graduate level; (3) improvement of personal grantsmanship skills as well as those of senior faculty; (4) promotion of understanding of and support for nursing research; (5) sustained communication and collaboration with professional groups and individuals promoting nursing research or conducting multidisciplinary research in which nursing participates; and (6) communication of nursing research findings. Three organizational goals of the AACN are to: include research-based presentations in AACN programs, communicate to the membership about research, and promote research information exchange; plan programs to provide deans with competencies in politics, ethics, finances, faculty development, content, and strategies of administration; and institutionalize the network concept by establishing liaison between those groups concerned with research from regional and national nursing organizations. A list of research project categories is appended. (SW)

ED220002 HE015351

Blai, Boris, Jr.

Student Mental Health Services in Higher Education.

Pub Date 82

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Behavior; *Ancillary School Services; *College Students; Coping; *Counseling Services; Emotional Disturbances; *Emotional Problems; Higher Education; *Mental Disorders; Mental Health; Psychological Characteristics; *Psychological Services; Psychopathology; Psychosis; Psychotherapy; Student Adjustment

Facts about mental and emotional illness and implications for student mental health services in higher education are reviewed. Psychoses, which are types of mental illness that are usually quite severe, are discussed in terms of symptoms, as are neuroses, which cause severe distress and impair coping with living conditions but are not as debilitating as psychoses. Examples of childhood experiences that may result in mental illness are briefly discussed. Based on a literature search of the Educational Resources Information Center database, 41 citations directly related to this topic were found. The citations are reviewed and categorized as follows: functions, facilities, and services of college mental health centers; staffing of college mental health centers; clients of college mental health centers; and evaluation of college mental health centers. The 41 documents suggest that while some institutions offer comprehensive mental health services, many do not. Some constructive things a student might do as self-help are identified: talk it out, escape for a while, work off anger, give in occasionally, do something for others, take one thing at a time, shun the "superman" urge, go easy with criticism, give the other person a break, make oneself available, and schedule recreation. It is suggested that if more in-depth help is needed, professional assistance of a counseling and guidance service may be helpful, or treatment by a clinical psychologist, psychiatrist, or mental health professional may be needed. A bibliography is appended. (SW)

ED220034 HE015393

Sanford, Timothy R.

Depoliticizing Minority Admissions through Predicted Graduation Equations. AIR Forum 1982 Paper.

Pub Date May 82
Note-21p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Academic Persistence; Admission Criteria; *Black Students; *College Admission; College Students; Comparative Analysis; *Graduation; Higher Education; Institutional Research; Minority Groups; Political Influences; *Predictive Measurement; Predictor Variables; *Race; Whites
Identifiers-*AIR Forum; *University of North Carolina Chapel Hill

The way that the University of North Carolina, Chapel Hill, has tried to depoliticize minority admissions through the use of predicted graduation equations that are race specific is examined. Multiple regression and discriminant analyses were used with nine independent variables (primarily academic) to predict graduation status of 1974 entering freshmen, and 64.8 percent of the students were correctly classified. For blacks the most important predictor variable that enters the regression first is high school rank in class; for whites, residence status for tuition purposes is most important although high school rank is second. Scholastic Aptitude Test (SAT) scores are not particularly important in any of the regressions, and this parallels the school's experience in that admissions tends to place much more emphasis on class rank than on SAT scores. While the results of the research were not adopted by the university, they did show that: (1) admissions' criteria are related to actual graduation from college; (2) minority student admissions could be linked to a definite educational outcome; and (3) subjectivity in admission could be lessened somewhat although it can and should never be removed completely. It is claimed that the research supports minority admissions because it shows that black and white students, measured on the same scales, can perform and achieve on a reasonably equal basis in college despite noticeable differences in entering academic credentials. Tabular data are presented to provide background on minority admissions, achievement, retention, and graduation at the university. Issues that tend to make minority admission politically sensitive are also reviewed. (SW)

ED220051 HE015410

Dumont, Richard G.; And Others

A Comparison of Methodological Approaches for Evaluating the Quality of Basic Skills Programs. AIR Forum 1982 Paper.

Pub Date May 82

Note-32p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability; *Basic Skills; College Programs; Comparative Analysis; Compensatory Education; *Developmental Studies Programs; *Educational Assessment; Educational Quality; Evaluation Criteria; Higher Education; Institutional Research; Outcomes of Education; *Program Evaluation; Remedial Mathematics; Remedial Programs; *Research Design; Research Methodology; State Universities

Identifiers-*AIR Forum

A multiple-indicator and multiple-design approach for evaluating the quality of basic skills programs in reading, writing, and mathematics that has been implemented within a statewide system of higher education in the southeastern United States was assessed. Several of the evaluation methodologies are compared in order to determine whether results are mutually supportive or contradictory and whether they are suggestive of interchangeability or complementarity as regards indicators and evaluative designs. Data are derived from a project designed to evaluate the effectiveness of developmental studies programs at a regional university and community colleges. Attention is focused upon a program in remedial mathematics at the regional, public university. The multiple-indicator and multiple-design strategy utilized both short-range and long-range post-program measures. The results of applying the following three designs are considered: single-group pretest-posttest comparison, the remediated-exempted comparison, and the cross-program comparison. Findings indicate that the application of the single-group pretest-posttest comparison suggested program effectiveness. While the findings were less clear, program effectiveness was also generally supported by the remediated-exempted comparison. Implementation of the cross-program comparison provided negative data regarding program performance on both short-range and long-range postprogram measures; however, this finding is qualified. It is suggested that the choice of the evaluative design is likely to have a greater effect upon the results of the evaluation than the choice of either the postprogram measure or the grouping statistic. (SW)

ED219503 CE032426

Skavery, Stanley
History of the Adult Education Program of the City of Detroit.
Pub Date [80]
Note-59p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Basic Education; *Adult Education; Adult Programs; *Cultural Influences; *Educational History; Postsecondary Education; Public School Adult Education; Social History; *Social Influences; Trade and Industrial Education
Identifiers-*Detroit Public Schools MI; *Michigan (Detroit)

The development of adult education in the Detroit area during the years 1875-1932 was intimately tied to the social, political, and economic events of that time span. Data gleaned from census records, Board of Education minutes, old maps, street guides, labor legislation, educational legislation, church records, advertisements, alien registrations, financial records, and political election results provide insight into the trends of the times that influenced the growth of adult education. For example, the tides of immigrants--first German, then Irish, later Polish--that poured into the city in the late 1800s to work in the automobile factories necessitated the formation of "naturalization" and "Americanization" schools. These schools became organized after the turn of the century, from earlier fragmentary beginnings, with the creation of adult evening schools in Detroit. Especially influential in the growth of these evening schools was Frank Cody, general supervisor of adult education for the Detroit Public School System. Another pervasive influence in adult education in Detroit was the Catholic Church, which operated adult education programs, including colleges, and whose history in the city is entwined with the growth of the adult education movement. (Further research into historical records of the city and the Church is suggested to provide a more complete picture of the history of adult education in Detroit.) (KC)

ED219776 CS207109

Neill, Shirley Boes

Teaching Writing: Problems and Solutions. AASA Critical Issues Report.

Education News Service, Sacramento, Calif.

Spons Agency-American Association of School Administrators, Arlington, Va.

Pub Date 82

Note-96p.

Available from-American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209 (Stock No. 021-00901; $11.95; quantity discounts; orders under $15.00 must be prepaid).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Role; Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; Interdisciplinary Approach; Learning Activities; Program Development; *Program Improvement; *Teacher Role; Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research

The nine articles in this guide discuss the problems involved in teaching writing and offer suggestions for improving writing instruction. The first article presents responses given by educators to a nationwide survey concerning the causes of writing problems, concluding that until recently the biggest problems were untrained teachers and a lack of research. The second article contains answers given by Donald Graves and Donald Murray to questions about teaching writing and about how administrators can improve writing programs in their schools. The third article explains a technique by which students learn "real world" writing, and offers a detailed report on standards for writing programs developed by the National Council of Teachers of English, and the fourth lists 13 ingredients for successful writing programs that emerged from interviews with writing experts.

administrators, and teachers. The fifth and sixth articles provide suggestions for writing instruction in elementary and secondary schools, respectively, while the seventh article gives descriptions of the best known writing programs in the United States. The eighth article discusses the principal's role in the writing program, and the final one explains different types of writing evaluation. (FL)

ED219798 CS207154

Plattor, Emma E.

Literature & Photography.

Pub Date Aug 82

Note-22p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (15th, Saskatoon, Canada, August 15-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids; Elementary Secondary Education; *Instructional Innovation; Learning Activities; *Literature Appreciation; *Photographs; *Visual Aids; *Visual Literacy

An effective way to teach literature to students accustomed to electronic media is to use prose and poetry as raw materials for the production of photography projects that translate print into more familiar and exciting forms. Studies confirm that "visual literacy" should be an important part of a modern student's education. "Picture reading," an activity in which students are shown a picture and are asked to describe it or its effects, can help students think of literature in terms of visual images and auditory effects rather than simply as print on the page. Even young children can benefit from this sort of exercise. Slide/tape sequence exercises, which blend narration of a piece of poetry or prose with a set of slides or other visual representation, also help develop the same skills. To create such a sequence the teacher must complete the following steps: (1) select a piece of prose or poetry for translation; (2) develop a storyboard and shooting script that describe the visual and auditory components in drawings and words; (3) collect an appropriate set of slides; and (4) develop a taped sound track to accompany the slides or other visuals. (Actual teacher developed slide/tape sequences are presented.) (JL)

ED219841 EA014674

Hess, Dale E.

Rising above Decline: Some Uses of Surplus Space.

Pub Date 19 Aug 81

Note-26p.; A briefing paper for participants in an intergovernmental conference on the use of school facilities, Portland state University (Oregon, August 19, 1981). Parts of the appendixes are marginally legible. Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Building Conversion; Community Centers; *Community Resources; Community Schools; Declining Enrollment; Elementary Secondary Education; Facility Utilization Research; *School Closing; *School Community Relationship; School Demography; *School Space; *Shared Facilities; *Space Utilization

In many communities new arrangements of surplus school space have been made that facilitate use of the space by the people of the districts, encourage government agencies to anticipate and support social transitions where they are necessary, and allow school districts to improve the quality of their programs. This paper is a survey of some of those arrangements. It begins by looking at the demographic situation and then provides some general information about the outcomes of school closure. The remainder of the paper shows examples of communities and school districts cooperating to group and use surplus space in four different ways. In the first, the space is organized as a whole building and sold. In the second, the whole building is leased, thus keeping the district's option of future use open. A third approach, called partial leasing, involves organizing the surplus space by each floor or wing of a building and then leasing the space for uses compatible with the school's program. The fourth approach is a thorough sharing of program and administration with the community by the formation of a community school. (Author/MLF)

ED219944 FL013093

Briggs, Lucy T.
Understanding the Role of Language in Bilingual Education.
Evaluation, Dissemination and Assessment Center, Cambridge, MA.
Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-24p.
Available from-Not available separately; see FL 013 091.
Document Not Available from EDRS.
Descriptors-Anthropological Linguistics; *Bilingual Education; *Bilingualism; Creoles; *Cultural Influences; Cultural Pluralism; Dialects; Educational Objectives; English (Second Language); *Language Role; *Language Usage; Linguistic Borrowing; Native Language Instruction; Pidgins; Second Language Instruction; *Sociolinguistics; Spanish; Teacher Education; Vocabulary

Bilingual education teachers need a clear understanding of the nature of language and language variation, and of how language relates to culture in order to be effective. With the needs of these teachers in mind, and drawing from anthropological linguistics and sociolinguistics, this chapter clarifies concepts of language and culture that have special relevance for bilingual or multilingual education. It discusses some important attributes of language, namely, the rules of spoken and written language, and the variables of language. The latter include linguistic borrowing and loan words, new usages, pidgins, creoles, and dialects. These and the other two attributes of language, culture and perception, are summed up in a definition of language as a complex, learned, symbolic system of human communication, filtering perception and reflecting the culture of which it is a function. It is primarily spoken, linking sound and meaning by conventional rules. It is also creative, variable and always changing. Implications of these notions for bilingual education are taken up with regard to the planning of bilingual programs, teacher training, determination of goals, and development of resources and methods. Three appendices provide various types of exercises, a list of false Spanish/English cognates and a glossary of multicultural terms. (AMH)

ED219966 FL013164

Rameh, Clea, Ed.

Semantics: Theory and Application. Georgetown University Round Table on Languages and Linguistics (Washington, D.C., 1976).

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Report No-ISBN-0-87840-111-3
Pub Date 76
Note-279p.
Available from-Georgetown University Press, Washington, DC 20057 ($6.75).

Document Not Available from EDRS.

Descriptors-Beginning Reading; Communicative Competence (Languages); Comprehension; *Diachronic Linguistics; Ethnography; Grammar; Lexicography; Linguistic Theory; Logic; Native Language Instruction; Portuguese; Pragmatics; Second Language Instruction; *Semantics; Spanish; Syntax; *Teaching Methods; Vocabulary Development

These proceedings of the 1976 Georgetown Round Table are divided into four sections that deal with: (1) synchronic and diachronic aspects of semantics; (2) semantics and linguistics; (3) semantics and other disciplines; and (4) semantics and teaching methods. More specifically the papers treat: the semantic interpretation of anaphoric expressions; metalanguage, pragmatics, and performatives; the search for constraints in semantics and syntax; ethnoscience lexicography and ethnographies; natural language comprehension; logic and grammar; polysemy and the structure of the subjective lexicon; semantics in Spanish language curricula; thematic meaning, word order and indefinite actor sentences in Portuguese; communicative language teaching and pragmatics; and normal hearing and deaf children's acquisition of reading skill between the ages of 2 and 5. (AMH)

ED219601 CE033324

Hayden, Ellen T.; And Others

Job Seeking--How & Where?

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date Jul 81
Note-46p.; For a related document see CE 033 325, an accompanying instructor's guide.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ability; Attitudes; Career Education; Career Planning; *Employee Attitudes; *Employment Interviews; *Job Application; *Job Search Methods; Secondary Education; *Self Evaluation (Individuals); Vocational Aptitude; Vocational Interests; Vocational Maturity; *Work Attitudes

Designed to aid students in career planning, this booklet outlines some basic principles and techniques needed to organize a job search. It is divided into five sections. Each section focuses on one major step in the process of job seeking: Self-Appraisal, Job Search, Job Application, Job Interview, and Job Maintenance. A brief outline of topics covered in the step begins each section. In addition to informative material, these materials may be provided: sample checklists, examples, and sample forms. (YLB)

ED219666 CG016089

Lindegren, Tina M.

Survey of Spouse Abuse Shelters: A Family Systems Perspective.

Pub Date Aug 81

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Battered Women; *Counseling Services; *Counseling Techniques; Counselors; *Crisis Intervention; *Family Counseling; Family Problems; *Marital Instability; Program Descriptions; Research Projects; Social Exchange Theory; Surveys; Systems Approach

Identifiers-*Spouse Abuse Shelters

Traditional psychological theories which focus on the pathological tendencies of the individual account for little of the reported widespread spouse abuse. Social exchange and general systems theories focus on problems in the relationship rather than problems in the person. Given that a family perspective may be helpful in long-term treatment of spouse abuse, a survey was conducted of 111 spouse abuse shelters to assess the extent to which these interventions are used. Results showed that 81% of the shelters were designed to be a resource for individuals in crisis situations. In addition, 37% of the shelters employed a general systems approach (problem-solving tasks and communication skills), while 23% used a social exchange approach (behavior modification, behavioral contracts, and role playing techniques). The findings suggest that a trend in treating the marital couple/family in spouse abuse cases is emerging. (Author/JAC)

ED219523 CE033098

Hafer, A. A.

Assessment Instruments for Use in Two-Year College Career Planning and Development Programs.

Pub Date 14 May 82

Note-66p.; For a related document see CE 033 097.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aptitude Tests; Career Choice; *Career Development; *Career Planning; Evaluation Methods; Maturity Tests; Occupational Aspiration; Occupational Tests; Predictive Validity; *Standardized Tests; Test Format; *Test Selection; *Two Year Colleges; *Vocational Aptitude

Assessment instruments play an important role in the 2-year college career planning and development process. The importance of these devices indicates that considerable thought and planning is necessary to ensure use of the best instruments for the particular college. A literature review and a survey of seven 2-year colleges in the Albany, New York, area and six 2-year colleges nationwide were conducted to determine which tests these colleges use in their career planning and development programs. Based on this information, the following tests were recommended for 2-year college career planning and development programs: an aptitude test, especially the Differential Aptitude Tests; an interest inventory, particularly the Strong-Campbell Interest Inventory for students who plan to transfer to a 4-year college, and the Career Assessment Inventory for terminal program students; career awareness, knowledge, and attitude tests, such as the Self-Directed Search (Holland), and the Jackson Personality Research Form E, on an as-needed basis. (The greater part of this paper reviews various career preference and development assessment instruments and details which colleges use which forms.) (KC)

ED219542 CE033206

Advances in Automation Prompt Concern over Increased U.S. Unemployment.
General Accounting Office, Washington, D.C.
Report No-GAO/AFMD-82-44

Pub Date 25 May 82
Note-55p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five free; thereafter $3.25 each, bound; $1.00 each, unbound; quantity discounts available).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Automation; Employment Practices; *Employment Problems; *Employment Projections; *Job Layoff; Job Placement; Labor Market; Labor Needs; Labor Supply; *Technological Advancement; *Unemployment
Identifiers-*Displaced Workers

The General Accounting Office recently studied automation, especially the advent of microelectronics, and its impact on unemployment. The study included identifying available information sources and obtaining opinions on the impact of automation on employment, federal efforts to predict its impact, the dissemination of information about the job outlook in the United States, and existing mechanisms for getting the displaced worker into gainful employment. The study found that automation (1) reduces the number of people required to perform the same tasks, causing displacement of people; (2) changes the nature of tasks performed by people who retain their positions; and (3) creates new occupations and increases the number of jobs in existing occupations in the same or other industries. The GAO also found that the Department of Labor forecasts there will be increased jobs despite automation, although it is impossible to measure the overall net impact. Debate arises on these predictions because of uncertainty of the rate at which new technology is going to be implemented, complexities of the issues affecting unemployment, and an absence of comprehensive data on the net change in unemployment that has occurred because of automation. The report also predicted that displacement would affect persons with high-level skills with above-average incomes, as well as those in entry-level, low-income jobs. The study concluded that little information is available about what happens to those who are displaced, and that this area should continue to be monitored. (KC)

ED219580 CE033294

General Business 101.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-049-8
Pub Date 82
Note-97p.; For related documents see CE 033 293-299.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accounting; Banking; Behavioral Objectives; *Business; Business Communication; *Business Education; Clerical Occupations; *Consumer Economics; *Consumer Education; Credit (Finance); Government Role; Guidelines; Instructional Materials; Insurance; Labor Force; Learning Activities; Marketing; *Money Management; *Office Occupations Education; Personnel Selection; Productivity; Secondary Education; Vocational Education

This teaching guide contains guidelines for conducting a secondary-level general business course. Intended to serve as an introduction to business and consumer fundamentals, the course provides socioeconomic background useful to students seeking vocational preparation for office and clerical occupations. The goals and objectives of the course are outlined. Provided next are lesson goals and objectives, teachers' notes and suggested activities, and lists of suggested materials for use in teaching the following topics: the business system; the production function of business; the marketing function; the accounting function; the personnel function; business communications; money and banking; consuming; the role of credit; insurance; contract law; the growth and role of organized labor; and government, business, and consumers. Guidelines are set forth for correlating course content with support materials. Also included are a brief bibliography and a series of transparency masters. (MN)

ED219623 CE033358

French, Lucia

Trainability of Academic Skills in the Elderly.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 82

Grant-NICHHD-HD-05951

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability; Adult Development; Age Discrimination; Aging (Individuals); *Cognitive Ability; *Cognitive Measurement; Cognitive Tests; *Educational Attainment; Educational Gerontology; *Older Adults; Problem Sets; *Testing Problems; *Transfer of Training

The typical approach to studying the cognitive competencies of the elderly involves giving the same task to samples of elderly adults and college students. On such comparisons of performance of cognitive tasks, the elderly have almost always been found to be inferior, which is interpreted as indicating an irreversible age-determined decline in cognitive ability. A recent study was conducted to test the hypothesis that success on experimental tasks depends upon skills and strategies associated with formal schooling and that the elderly, removed in time from the school setting, no longer have ready access to these skills and strategies. The research involved an attempt to determine whether, within an elderly population, academic skills could be reinstituted through brief intervention and whether the ease of doing so would depend upon level of schooling. The basic technique involved giving a group of 99 white women with 6 to 17 years of schooling and a mean age of 72.6, matrix problems to solve independently. If they were unable to do so, progressively more explicit prompts for solution were provided. Transfer of training was assessed both by the extent to which subjects reduced the number of prompts needed and by their performance on novel problems for which no hints were available. It was found that training elevated the score on transfer across all educational levels and problem types (although college-educated subjects scored higher). An implication from the research is that to test elderly people in the same manner as school children and to assume the comparability of the results ignores the fact that the elderly are not members of the test-taking society. Such procedures are unfair to them and show a loss of cognitive ability that may not reflect reality. (KC)

ED219643 CE033500

Hardway, Jack; And Others

Lawn and Garden Equipment Repair.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 79
Note-325p.; For a related document see ED 146 392.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; *Engines; *Equipment Maintenance; Hand Tools; *Learning Activities; Postsecondary Education; *Repair; Technical Occupations; Transparencies; *Units of Study; Vocational Education
Identifiers-*Lawn and Garden Equipment; *Small Engine Repair

This publication is designed to supplement the Comprehensive Small Engine Repair guide by covering in detail all aspects of lawn and garden equipment repair not included in general engine repair or the repair of other small engines. It consists of instructional materials for both teachers and students, written in terms of student performance using measurable objectives. The course includes 13 units. Each instructional unit contains some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. Units are illustrated and are planned for more than one lesson or class period of instruction. An instructional/task analysis for lawn and garden equipment repair and a list of tools needed are provided for teacher information. Topics covered in the units are the following: basic hydraulic theory; hydraulic systems, maintaining the hydraulic system; equipment maintenance; brakes; clutches; transmissions (two-speed, three-speed, four-speed, and five-speed, and hydrostatic drives); front axles and steering; and equipment drives. (KC)

ED219689 CG016113

Rosenthal, Carolyn J.; And Others

Maintaining Intergenerational Relations: Kinkeeping.

Spons Agency-McMaster Univ., Hamilton (Ontario).

Pub Date Nov 81

Grant-492-79-0076-R1

Note-24p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981). For related document, see CG 016 114.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Extended Family; *Family Life; *Family Relationship; Family Role; Foreign Countries; Gerontology; *Interpersonal Relationship; Letters (Correspondence); Role Perception; Siblings

Identifiers-*Canada; *Kinkeeping

In the gerontological literature, the term kinkeeping appears frequently in reference to activities such as visiting, telephoning, letter writing and mutual aid. A survey of 464 adults in Ontario found that over half could name someone in their extended family, usually female, who worked at keeping family members in touch. Siblings were often mentioned as kinkeepers, especially as people grew older and parents died. The succession of the kinkeeper role tended to pass from mother to daughter. Family continuity and caring seemed important to the respondents. The findings suggest that kinkeeping is as valuable to the young as to the old and results in a binding together of the generations. (JAC)

ED219734 CS006767

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-14p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Cloze Procedure; Content Area Reading; Doctoral Dissertations; Elementary Secondary Education; Evaluation Methods; Higher Education; Linguistics; *Predictive Validity; Prior Learning; Reading Achievement; *Reading Comprehension; Reading Materials; Reading Readiness; *Reading Research; *Reading Tests; Test Bias; *Test Reliability; *Test Validity

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: (1) reading readiness, linguistic awareness, and nonverbal problem solving ability in relation to first grade reading achievement; (2) predictive accuracy of third and fifth grade students on linguistic and nonlinguistic comprehension measures; (3) the parameters of difficulty in narrative and expository prose texts; (4) developmental influences on reading readiness in kindergarten children; (5) prior knowledge and reading comprehension text bias; (6) the reliability and validity of the cloze and maze procedures as measures of comprehension of a social studies text; (7) using a group informal reading inventory to assess the reading performance of English-as-a-second-language students; (8) the relationship between vocabulary and readability of science textbooks for grades four, five, and six; (9) the relationships between reading performance and three measures of distractibility in young children; and (10) the use of a cloze test to judge the readability of a proposed science text for sixth grade students. (FL)

ED219755 CS207021

Marra, James L.

The Dynamics of Advising an American Advertising Federation Competition Team: An Inside Look.

Pub Date Jul 82

Note-11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advertising; *Competition; *Faculty Advisers; Group Activities; Higher Education; Teacher Guidance; *Teacher Role

Identifiers-American Advertising Federation; Texas Tech University

The perennial success of Texas Tech University teams competing in the annual National American Advertising Federation Student Advertising Competition highlights three of the diverse roles an adviser to a competing team must fulfill. Although no one adviser posseses expertise in all fields, such as marketing, drama, or English, the adviser must be a generalist who can effectively manipulate the activities that take place within these fields while preparing for competition. As a promotor, the adviser must conduct in-house "pitches" to encourage first rate students to apply, and conduct outside promotions that will cultivate connections with news sources and printers or other businesses that work in advertising. Effective promotion is contingent upon the adviser's skill at organization. Though organizational structures vary depending on the case type, the number of team members, and their respective abilities, the adviser should conceptualize a schematic portraying the selected structure. He or she must also establish the boundaries of responsibilities and behavior. The final test of competition preparation is how well teams perform in the competition. The adviser should take into consideration all variables distinguishing the classroom from the real competition and conceive of a pre-competition evaluation system that is fair and allows students the educational benefits of such a learning experience. (HTH)

ED219882 EA014942

Natriello, Gary

Managing Compliance in School Organizations: Comparative and Definitive Rules.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.

Pub Date Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Standards; Change Strategies; *Compliance (Legal); Discipline Policy; Expectation; Middle Schools; School Administration; School Organization; *School Policy; Secondary Education; *Student Behavior; Student Rights; Student School Relationship; Teacher Behavior

Identifiers-*School Rules

Two strategies employed by school administrators to obtain compliance in public schools are examined in terms of their concrete expression in school rules regarding student behavior. Two kinds of rules are specified: comparative rules, which juxtapose some student behavior with an organizational response in an exchange relationship; and definitive rules, which are based on a well-defined image of the school as an institution that has a special social meaning and members with special identities. To investigate the use of definitive rules in public school settings, data from two originally separate studies--of an inner-city, predominantly black middle school and of a suburban upper-middle-class senior high school--were reanalyzed. In addition, interview and observation data from a teacher at another high school were reanalyzed to provide a close-up look at the use of definitive rules in a single classroom. The study concludes that, if comparative rules function to conserve commitment and definitive rules function to enhance commitment, both may be necessary for managing compliance in school organizations. (Author/MLF)

ED219902 EC143183

Begley, Donna McClure

Burnout among Special Education Administrators.

Pub Date Apr 82

Note-25p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-74).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes; *Administrator Characteristics; *Burnout; Demography; *Disabilities; Elementary Secondary Education; *Principals; Special Education; *Stress Variables; Surveys

The study surveyed 124 special education administrators to ascertain frequency and intensity of feelings leading to burnout during a period of time when workloads were relatively constant. A review of literature revealed a number of sources of burnout, including pressures from the implementation of P.L. 94-142 (the Education for All Handicapped Children Act), fiscal reductions, role ambiguity and conflict, and high incidence of staff absenteeism and turnover. The survey instrument used was the Maslach Burnout Inventory, which measured the existence and scope of burnout. Demographic data were collected which included current administrative position, length of time in administrative work, and areas of certification. Among findings were that assistant directors as a group scored lower than others on emotional exhaustion, substantially lower on depersonalization, and lower on personal accomplishment; that individuals employed in administration for 7 to 10 years experienced the greatest feelings of emotional exhaustion and depersonalization while those in administration for 4 to 6 years experienced the least; and that single or divorced administrators scored highest on emotional accomplishment. Symptoms of burnout were found to include fatigue and feelings of being physically run down, sleeplessness, increased irritability, and greater professional risk taking. Suggestions for stress/burnout reduction and/or prevention were listed, such as monitoring signals of uncommon pressures and practicing stress reduction techniques. (SW)

ED220003 HE015352

Fowler, Philip, Jr.

Personal Consultation: A Conceptual and Suggestive Model for New, Inexperienced, and Know It All Consultants.

Positive Enrichment Professionals, Inc., Louisville, KY.
Pub Date 81
Note-67p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Role; *Change Strategies; *College Administration; Consultants; *Consultation Programs; *Decision Making; Higher Education; Interprofessional Relationship; Models; *Organizational Development; Professional Services; Program Implementation; School Effectiveness; Technical Assistance

The consultation model is applied to institutions of higher education in an approach that involves staff and/or faculty in administrative policies and decisions and that will promote innovative educational programs and generate productive working relationships among colleagues. It is suggested that in applying organizational development (OD) in higher education, it is important to understand the contextual issues and systems, and the decision-making processes that are practiced within and among the various subsystems in the institution. Three decision-making models suggested by Baldridge (1972) are discussed: collegial, bureaucratic and political. Additional goals of OD suggested by others are reviewed. It is also suggested that a change model must include a combination of humanistic and structural change strategies. Maslow's (1970) hierarchy of needs and a number of other models are also briefly reviewed. It is proposed that process consultation, in dealing with a variety of issues that may interfere with the effectiveness of the organization, is a key activity of a program of OD. A hypothetical consultation situation is discussed in detail to illustrate the interactions of the consultant and the university officials and the steps of the consultation process. The consultant will generate various interventions that the consultee can select, including training, reorganization, structural change, and management by objectives. The development of meaningful and measurable objectives, program implementation, and evaluation are also addressed. A bibliography is appended. (SW)

ED220018 HE015377

Presley, Jennifer B.

Enrollment of Women in Connecticut Institutions of Higher Education. BHE Reports, R-3-81.

Connecticut State Board of Higher Education, Hartford.

Pub Date Jun 81

Note-16p.

Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Degrees (Academic); *Enrollment Trends; *Females; Graduate Students; *Higher Education; Majors (Students); Males; Part Time Students; Private Colleges; Professional Education; School Surveys; State Colleges; State Surveys; Undergraduate Students; *Womens Education

Identifiers-*Connecticut

Data on the status of women students in Connecticut institutions of higher education are examined. Trends include the following: as of fall 1980, there were 84,838 women enrolled in Connecticut collegiate institutions, representing 53 percent of total enrollment; women were in the majority at the undergraduate and graduate levels and comprised 34 percent of those enrolled in professional programs; enrollment of women grew 20 percent from 1976 to 1980, while enrollment of men declined one percent; increased female enrollment is largely in the part-time undergraduate category; undergraduate women, independent of age, are more likely than men to enroll on a part-time basis (43.8 percent compared to 36.7 percent); at the graduate level, 74.3 percent of women were enrolled part time in fall 1980, compared to 70.8 percent of men; women constitute more than 67 percent of the graduate enrollment at the state colleges and less than 44 percent at independent institutions; women received 59.8 percent of the associate degrees, 50.1 percent of the bachelors degrees, and 52.4 percent of the masters degrees awarded in June 1980; in 1980 they received 29.1 percent of the doctoral degrees and 27.3 percent of the first-professional degrees; in June 1980, 25 percent of the men graduating at the baccalaureate level received degrees in business and management, compared to 12.5 percent of the women; at the graduate level, 33 percent of the men received masters degrees in this field, compared to 10 percent of the women; and women received 75 percent of the bachelors and masters degrees awarded in the field of education in June 1980. (SW)

ED219560

CE033260

Career Education Implementation Mode for Administrators. Bulletin 1980, No. 37.

Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 80
Grant-DHEW-554-AH-70214
Note-12p.; For related documents see CE 033 257-262.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Evaluation; Administrator Responsibility; *Administrator Role; *Administrators; *Career Education; *Educational Administration; Educational Objectives; Elementary Secondary Education; *Fused Curriculum; *Program Implementation
Identifiers-*Alabama; Education Amendments 1974

Developed for Alabama educational administrators, this implementation mode is intended to provide a stimulus for assisting with the infusion of career education activities and goals into classroom subject areas. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. Twenty-nine activities are listed that the administrator must do to develop a local career education program that meets the requirements of state and federal guidelines. A form for career education administrator evaluation is appended. (YLB)

ED219602 CE033325

Hayden, Ellen T.; And Others

Job Seeking--How & Where. Instructor's Guide.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date Jul 82

Note-209p.; For a related document see CE 033 324.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Ability; Attitudes; Behavioral Objectives; Career Education; Career Planning; Course Descriptions; *Employee Attitudes; *Employment Interviews; *Job Application; *Job Search Methods; Learning Activities; Lesson Plans; Secondary Education; *Self Evaluation (Individuals); Vocational Aptitude; Vocational Interests; Vocational Maturity; *Work Attitudes

This instructor's guide accompanies a student booklet on job search methods. It is divided into five sections that focus on the five major steps in the process of job seeking: Self-Appraisal, Job Search, Job Application, Job Interview, and Job Maintenance. Since the sections can stand alone, the instructor may use as many or few as time and conditions permit. Each section contains both short-term activities based on a time period of approximately 2 classes and long-term activities based on a time period of aaproximately 10 classes. Each section contains 1-10 lessons that include most or all of the following components: educational concept, objective(s), resources needed, short- and long-term activities, evaluation, other suggested resources, followup (or outside class) activities, and reproducible materials (handouts, checklists, questionnaires, inventories, scales, charts, etc.). (YLB)

ED219714 CS006706

Mamchur, Carolyn

"Heartbeat": A Holistic Approach to Reading.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Anaheim, CA, March 20-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creative Activities; *Creative Teaching; Elementary Secondary Education; *Holistic Approach; *Reading Instruction; *Student Needs; *Student Teacher Relationship

Identifiers-*Ashton Warner (Sylvia); *Organic Teaching

Four true stories reveal how teachers used Sylvia Ashton Warner's ideas of "organic teaching" and "key vocabulary" to reach apparently unreachable students. The essence of the organic method of teaching is that it touches those things very deep and very real within the child. Teachers who can remain comfortable while taking the risk can use the same organic principles found in the infant room where Ashton Warner first unfolded her theory: of listening for the key to unlock the unconscious; of patient, caring, careful listening; of using the basic instincts of the teacher to flow with, not against, the children; of using the power of destruction and turning it to creativity; of using nature, song, music, and dance; of using touch and taste and sound and every natural element available to open doors and broaden experience to allow one experience to move and flow into another. But a word of warning: the basic principles of organic teaching can only work if they are enhanced by the natural artistry of the teacher. There is no method. (JL)

ED219799 CS207155

Reed, W. Michael

A Combined Behavioral-Cognitive Orientation to an Instructional Design on Writing.

Pub Date [81]
Note-63p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavior Chaining; *Behavior Theories; Cognitive Processes; Elementary Secondary Education; *Epistemology; Humanistic Education; *Instructional Design; *Integrated Curriculum; Reinforcement; *Writing Instruction; Writing Processes

To explain how writing is both cognitive and behavioral, this paper compares and contrasts behavioral and cognitive orientations within an instructional design. The first section addresses the weaknesses and strengths of a behavioral versus a cognitive orientation and relates them to Janet Emig's 1971 study, "The Composing Processes of Twelfth Graders." The second section, in a defense of behavioral orientation, contrasts a Skinnerian model with a Pavlovian model and looks at three disparities between the two models. The seven principles of Skinner-Box learning are then applied to writing. The next section applies the variables of the cognitive theory to writing. This is followed by an examination of the cognitive connection between the writer and the reader. The next section addresses the integration of learning theories into seven components of the instructional design: (1) conducting needs assessment and identifying/prioritizing instructional goals, (2) performing learning outcome analysis, (3) describing student entry behaviors, (4) grouping and sequencing learning objectives, (5) designing delivery systems, (6) designing or selecting learning activities, and (7) reinforcement. The section that follows considers a behavioral orientation to writing, a cognitive orientation to writing, and a combination of the two throughout the components of the instructional design. The paper concludes with a note on the affective domain. (HOD)

ED219820 CS503907

Stevenson, Sheryl L.

Deceive It or Not: Deception in Interpersonal Communication.

Pub Date Jul 82

Note-44p.; M.S. Thesis, Boise State University.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns; Communication Problems; *Communication Research; Content Analysis; Disclosure; *Interaction; *Interpersonal Communication; Interpersonal Relationship; Social Behavior; Theories

Identifiers-*Deception; Ibsen (Henrik)

To obtain a comprehensive understanding of the nature of deception and how it functions in interpersonal relationships, this paper explores deception as a valid and essential part of human interaction processes. The paper includes an in-depth review of social science literature on deception, specifically, R. E. Turner, C. Edgley, and G. Olmstead's Information Control Model and M. R. Parks's five deception contribution areas. Additionally, a look at deception as it functions in interpersonal relationships is included in an analysis of Henrik Ibsen's "The Wild Duck," which serves as a representation of the phenomenon of deception as it functions in parent/child, husband/wife, professional/patient, and friend/friend relationships. The paper argues that the use of Ibsen's fictional capsule of human experience provides a fresh, objective vantage point for an examination of deception as it functions within the family system. (HTH)

ED219862 EA014913

Zamora, Ramon M.

ComputerTown: A Do-It-Yourself Community Computer Project. [ComputerTown, USA and Other Microcomputer Based Alternatives to Traditional Learning Environments].

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Jul 82

Grant-SED8015964

Note-6p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-*Community Programs; *Computer Literacy; *Computer Oriented Programs; Microcomputers; *Nonschool Educational Programs; Nontraditional Education; Science Programs

Identifiers-*ComputerTown

Alternative learning environments offering computer-related instruction are developing around the world. Storefront learning centers, museum-based computer facilities, and special theme parks are some of the new concepts. ComputerTown, USA! is a public access computer literacy project begun in 1979 to serve both adults and children in Menlo Park (California). Using a grant from the National Science Foundation, the People's Computer Company, originators of the ComputerTown concept, have developed an implementation package to assist other locales in developing ComputerTowns. By the end of 1982, 100 sites are expected to have been established in the United States and over 30 in the United Kingdom. ComputerTowns can be organized formally or informally and can offer a wide range of activities including classes, workshops, "playdays," hands-on access to computers, computer rentals, club sponsorships, computer facility tours, and video game contests. This paper briefly describes the range of possibilities for ComputerTown projects and discusses future plans of the parent facility. (Author/PGD)

ED219924 EC150014

Blom, Gaston E.

Heather's Story: Psychotherapy and the Practice of the Least Restrictive Alternative.

Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.

Pub Date Jan 81

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies; *Downs Syndrome; *Emotional Problems; Moderate Mental Retardation; *Normalization (Handicapped); *Psychotherapy; Young Adults

The author, a therapist, relates the 2 year process of psychotherapy with Heather, a 19 year old Down's syndrome girl. Psychotherapy was seen as the least restrictive alternative because it recognized that the girl, in addition to some concerns related to her handicap, was upset by her own inner emotional pressures and entitled to a neurotic depressive disturbance as a conflicted adolescent; and because the recommendation of insight psychotherapy was a normative alternative for an adolescent with neurotic conflicts and the capacities and motivation to work on them. The girl's record and test findings are reviewed, as are initial and subsequent meetings with her parents. It is explained that as Heather's relationship with her boyfriend Wayne (also retarded) developed, he also was included in the therapy sessions. Heather's progress is traced through living in her own apartment and her marriage to Wayne. Poems written by Heather are offered throughout the report. (SW)

ED220035 HE015394

Young, Michael E.; Geason, Ronald W.

Cost Analysis and Overhead Charges at a Major Research University. AIR Forum 1982 Paper.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Budgeting; *College Administration; *Cost Effectiveness; Educational Finance; Expenditure Per Student; Expenditures; *Financial Policy; Financial Problems; Higher Education; Management Information Systems; Models; *Operating Expenses; Program Costs; *Resource Allocation; Retrenchment; State Universities

Identifiers-*AIR Forum; *Ohio State University; Research Universities

The development of a cost allocation model at Ohio State University is discussed. The model was designed to measure the direct, indirect, and total operating costs of university operations and to recover general fund overhead costs associated with unrestricted general fund support of auxiliary enterprises and revenue-generating activities. The cost data were also designed to determine full and direct costs per student credit hour and per major by student level for incorporation in policy analyses. The Costing and Data Management System (CADMS) of the National Center for Higher Education Management Systems (NCHEMS) was used as the computational device to support the project. The step-down method of cost allocation was used, and 26 steps were employed to allocate unrestricted costs to auxiliary enterprises and earnings operations. These sequential steps were arranged in a descending hierarchy according to the distribution of service benefits. Thirty-five parameters were used with the NCHEMS software to calculate percentages of overhead costs to be allocated to various recipients of overhead services. It was decided that some scaling of recovery rates was desirable, and it was concluded that full overhead costs should be allocated to operations doing business primarily with the general public or with other university operations, and that lower recovery rates should be assigned to units providing services to academic departments or students. Attention is directed to (1) changes that were implemented in the approach as economic times grew more difficult and (2) future development of the cost allocation model. Information about the CADMS software and a bibliography are appended. (SW)

ED220052 HE015411

Smith, Wayne E.

Factors Related to the Performance of Two-Year College Transfer Students. AIR Forum 1982 Paper.

Pub Date May 82
Note-25p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aptitude; Academic Aspiration; *Black Students; *College Bound Students; *College Choice; Community Colleges; Comparative Analysis; Higher Education; *High School Seniors; Longitudinal Studies; Private Colleges; Technical Institutes; Universities; *White Students
Identifiers-*AIR Forum; High School and Beyond (NCES); National Longitudinal Study High School Class 1972

The postsecondary educational plans of black and white high school seniors in the class of 1972 were compared with those in the same racial classification in the class of 1980. Four planning categories were examined: vocational school, community college-vocational, community college-academic, and 4-year college or university. Data were extracted from the National Longitudinal Study of the High School Class of 1972 (NLS) and the High School and Beyond (HSB) survey. Three aptitude variables were examined: lower quartile, middle two quartiles, and upper quartile. The long-linear model, which was used for the analysis, is described. The regression analog suggested by Knoke and Burke was used to identify the model of best fit for each of the study groups. It was found that larger percentages of more-able students planned to attend 4-year institutions than is the case with the less-able students. A greater percentage of students were choosing 4-year schools in 1980 than in 1972, and the percentage of blacks in the top quartile of the aptitude distribution increased from 4.9 to 8.6 percent. It is concluded that relative to the study groups, blacks seem to have increased in academic aptitude over the 1972-1980 period. However, differences in nonresponse rates for the two surveys (NLS and HSB) and the evidence from aptitude scores from the Scholastic Aptitude Test and the American College Testing program may raise doubt about the occurrence of an absolute increase in the aptitude of blacks. It was also found that over 75 percent of blacks and over 68 percent of whites in the low-aptitude quartile are planning to attend colleges and universities. (SW)

ED219504 CE032558

Barrow, Connye M.

Job Placement Programs for the Future. Information Series No. 239.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Jan 82
Contract No-300-78-0032
Note-32p.
Available from-National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210. (IN 239, $3.75; quantity discounts available).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Education; Career Guidance; *Employment Services; Guidelines; *Job Placement; Postsecondary Education; *Program Development; Program Evaluation; *Program Implementation; Program Improvement; Secondary Education; Staff Development; *Vocational Education

This paper explores recent research, current practices, and implications for the future development of job placement programs in vocational education. An introduction views the relationship of job placement programs to vocational education and the importance of continual research in this area in light of three factors: responsibility for job placement, accountability, and socioeconomic factors. Section 2 explores definitions and models for job placement programs. It looks at career guidance and career education, state models and guidelines for implementing job placement services, and staff development models. These common elements of job placement programs are discussed: program planning and coordination, program operations, career guidance and preemployment preparation, followup evaluations, and follow-through. Section 3 examines variations in program implementation among states, between secondary and postsecondary programs, and in organization. In the next section, legislation with which program planners and operators should be familiar is summarized, and other components of today's programs are reviewed, such as services for special populations, preemployment skills training, and information systems. Section 5 suggests future directions, including further

implementation of effective programs through dissemination of information about effective programs, staff development, and improved program evaluation procedures. (YLB)

ED219667 CG016090

Miranti, Judith Goodwyne; Zinkgraf, Stephen

Relationships between Marital Satisfaction and Various Personality Factors in Dual-Career Marriages.

Pub Date Mar 82

Note-9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; Congruence (Psychology); *Dual Career Family; Employed Women; *Interpersonal Relationship; *Life Style; *Marital Instability; Personality Measures; *Personality Traits; Sex Differences; *Spouses; Stress Variables

Identifiers-*Marital Satisfaction

The current trend toward increased participation of women in the work force has produced an emerging contemporary model of dual career families. Previous research about the dynamics of successful working couples has emphasized the need for an investigation of personality characteristics of such couples. Dual career couples (N=51) were separated into groups in which both partners expressed either high satisfaction or low satisfaction with the marriage. Sharp differences were seen between groups on intragroup correlations and mean differences, with the low satisfaction group partners different from each other and the high satisfaction group partners similar to each other. Females, when compared across groups, were generally similar while males were generally different. Compared to the general population, subjects were generally stable in the various personality traits regardless of marital satisfaction. The data suggest that partners involved in dual career marriages operate under interesting dynamics, indicating a need for further research. (Author/JAC)

ED219690 CG016114

Rosenthal, Carolyn J.; And Others

The Head of the Family: Authority and Responsibility in the Lineage.

Spons Agency-McMaster Univ., Hamilton (Ontario).
Pub Date Nov 81
Grant-492-79-0076-R1
Note-27p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981). For related document, see CG 016 113.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults; *Extended Family; *Family Relationship; Family Role; *Family Structure; Foreign Countries; Gerontology; *Heads of Households; *Leadership Responsibility; *Power Structure; Sex Role
Identifiers-*Canada

Family headship has not been systematically investigated in the sociology of the family, yet "head of the family" is a meaningful phrase to most people. A survey of adults (N=464) in Ontario revealed that only two percent of the respondents did not understand the term. Other data showed that traditional male-dominated authority patterns continued to characterize much of family life. Life events such as the death of a family member were major initiators of changes in headship; health changes also had similar effects. Passing on headship in the family often meant the loss of independence of older family members. The findings suggest that families see themselves as continuing over time, held together in a lineage unit despite separate households and progression through the life course. (JAC)

ED219777 CS207110

Gefvert, Constance J.

Another Look at the Modes: Kinneavy Reconsidered.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Discourse Analysis; *Educational Theories; *Essays; Higher Education; *Rhetoric; *Writing Evaluation; Writing Instruction

Identifiers-*Kinneavy (James); *Rhetorical Theories

In his rhetorical theory, James Kinneavy distinguishes between "aim" and "mode," but his modes do not represent kinds of reality; instead they represent more specific aims on a lower level of abstraction. Although Kinneavy's classification has been useful in the classroom, seeing the modes as specific aims yields even more pedagogical applications. For instance, we can look at one form of discourse--the essay--as a structured hierarchy of dominant and supporting aims. These structured aims play a dual role, functioning as dominating aims for their section or subsection of the essay and acting as supporting aims for the dominant aims of the whole. This perspective reveals the complexity of the comparison contrast essay that rhetoric texts so often oversimplify. Keeping in mind that what Kinneavy calls modes are only different in degree from what he calls aims helps us see more clearly the hierarchy of aims in all discourse. (JL)

ED219842 EA014687

Conners, Dennis A.

The School's Macro and Micro Physical Environment: A Link to Understanding Stress.

Pub Date Jan 81

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Design; Crowding; *Educational Environment; *Educational Facilities Design; Elementary Secondary Education; *Environmental Influences; Higher Education; Noise (Sound); Personal Space; Privacy; School Buildings; School Space; *Stress Variables

Defining stress as a "misfit" between individual needs and environmental attributes, this paper reviews research on areas where the designed environment, on both a schoolwide and a classroom level, interacts with the educational process. These interactions are considered from the perspective of stresses imposed on both teachers and students. The macro-environment of the school is examined in terms of its effect on the social interaction, wayfinding, and spatial orientation of users. The micro-environmental variables occurring in classrooms discussed include seating position, classroom design, density (number of students per unit of space), privacy, and noise, and their stress-producing impact on the classroom unit. (MLF)

ED219945 FL013094

Rivera, Charlene; Lombardo, Maria

Considerations for Developing Language Assessment Procedures.

Evaluation, Dissemination and Assessment Center, Cambridge, MA.
Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-23p.
Available from-Not available separately; see FL 013 091.

Document Not Available from EDRS.

Descriptors-*Bilingual Education; Communicative Competence (Languages); *Criterion Referenced Tests; Diagnostic Tests; Language Dominance; *Language Proficiency; Limited English Speaking; *Testing

A systematic approach for assessing language competencies of bilingual students is developed. Two issues are clarified. First, the issue of examining separately the four language skills is looked at, as well as the need to consider other related factors including cognitive functions operative in language processing, affective forces, and physiological and sociological factors. The second issue is the need to identify appropriate norm or criterion-referenced tests. In addition to the issues, the concepts of communicative competence and language dominance are clarified. Finally, guidelines are proposed for language proficiency screening and diagnostic assessment of bilingual students. These guidelines describe a multi-step process, involving the following steps: (1) a recommended screening process, (2) a diagnostic procedure, (3) identification and training of responsible personnel, (4) determination of requisite skills in first and second languages for academic achievement, (5) selecting skills from the four language areas to be assessed, (6) delineation of objectives for testing, (7) determination of testing philosophy, (8) specification of test selection criteria, and (9) selection of test instruments and designation of student evaluation procedure. Numerous charts and tables illustrate the essay. (AMH)

ED219967 FL013165

Alatis, James E., Ed.

International Dimensions of Bilingual Education. Georgetown University Round Table on Languages and Linguistics (Washington, D.C., 1978).

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Report No-ISBN-0-87840-113-X

Pub Date 78

Note-688p.

Available from-Georgetown University Press, Washington, DC 20057 ($13.25).

Document Not Available from EDRS.

Descriptors-*Bilingual Education; *Bilingualism; *Dialect Studies; Educational Policy; Ethnicity; Immersion Programs; *International Studies; *Language Variation; Linguistic Theory; Program Evaluation; Second Language Learning; *Sociocultural Patterns; Teaching Methods; Testing

These proceedings of the Georgetown Round Table cover the international dimensions of bilingual education. The proceedings are divided as follows: (1) "Aspects of Bilingual Education," which includes discussions of models, bilingual communities, and positive bilingualism; (2) "Parameters of Bilingual Education Policy," which includes discussion of policies, research methodology, and multicultural education; (3) "Bilingual Education and Dialects," which discusses Western prestige languages, and code-mixing in India; (4) "Implementation of Bilingual Education: Strategy and Structure," including discussions on the native American, professionalism, the English-speaking Canadian and French immersion, and multilingualism; (5) "Perspectives on Bilingual Education," which discusses cognitive and sociocultural factors, and bilingual programs; (6) "Implementation of Bilingual Education: Strategy and Structure," which includes discussion of indigenous languages, bilingual programs in the Phillipines and Africa, and evaluation; (7) "Bilingualism and Language Learning," including material development, cultural and ethnic factors, and methodology; (8) "Further Perspectives on Bilingual Education," which discusses research, methodology, and literacy; (9) "Bilingual Education and Dialects"; and (10) a concluding address on the morality of bilingual education. (AMH)

ED219987 HE015203

Hackler, George, Ed.; And Others
The New Campus, 1980.
Association for Continuing Professional Education.
Pub Date 80
Note-74p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education; Citizenship Education; College Libraries; College Students; Consortia; *Continuing Education; Credit Courses; *Educational Quality; Educational Technology; *Extension Education; Graduate Study; Higher Education; Inservice Teacher Education; *Intercollegiate Cooperation; Organizational Climate; Regional Cooperation; Undergraduate Study
Identifiers-Andragogy

This issue of "The New Campus" contains 14 articles that allude to or deal directly with the quality of continuing education programs. Articles and authors are as follows: "A Study of the Use of an SCA-FM Broadcast System for Teacher Inservice Education" (Charles Koelling and Richard Robinson); "The Changing Role of Adult Education" (Ben J. Wiens); "Who's Afraid of Inter-Institutional Cooperation" (Cheryl Beamer); "The Library and the Continuing Education Enterprise" (Leo McGee and Gloria McGee); "Educational Technology and Andragogy" (Gordon C. Godbey); "Regional Consortium for Continuing Higher Education" (John J. DeRolf, III and Lawrence G. Dotolo); "Continuing Education: A Journey" (Frank A. Downes); "Over the Hill? Or Getting Ready for the Next Mountain" (Geoffrey A. Smith); "Continuing Education Units Could Be for You!" (Joel Walters); "Off-Campus Credit Courses: Outcasts or Members of the Family" (Hal Salisbury); "Perceptions and Opinions about Off-Campus Graduate Education Courses" (Joseph R. Ellis, Leonard L. Pourchot, Peter Abrams, and Harold Collins); "How to Kill a Continuing Education Program" (Bruce J. Anderson and Robert DeBard); "The Organizational Climate of Schools: A Concern of Continuing Education" (Wilton G. Joyner and Vincent P. Mikkelsen); and "Citizenship Education" (John P. McCarthy and Carle C. Fehrle). An editorial by George Hackler suggests that criteria should be established for energy and resource conservation, quality control of continuing education programs, and continual evaluation of efforts. (SW)

ED219524 CE033103

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 7: Vocational Guidance and Counseling and H.R. 4974, Vocational Guidance Act of 1981. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session on H.R. 66.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 19 Nov 81

Note-217p.; Not available in paper copy due to small, light type. For related documents see ED 204 590-591, ED 212 826, Ed 213 971-972, ED 215 219, ED 215 233, ED 216 214, and CE 033 104.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Counseling; *Career Guidance; Counseling Effectiveness; Disadvantaged; Educational Finance; *Educational Legislation; Educational Needs; Federal Legislation; Hearings; Program Improvement; School Guidance; Secondary Education; *Vocational Education

Identifiers-Congress 97th; *Reauthorization Legislation; *Vocational Education Act 1963

This document is a transcript of hearings on the reauthorization of the Vocational Education Act of 1963. The specific focus of the hearings was vocational guidance and counseling, as specified in H.R. 4974, the Vocational Guidance Act of 1981. Testimony was given by Jeffrey Drake, coordinator of career development in Flint, Michigan; Norman C. Gysbers, representative of the American Vocational Association; Nancy Pinson, representative of the American Personnel and Guidance Association; James Stevens, West York Area High School, York, Pennsylvania; and Robert W. Stump, educational consultant in Arlington, Virginia. All testified about the efficacy of vocational guidance and the need to implement the provisions of H.R. 4974. The bill proposes first, to clearly identify and define the vocational guidance component of vocational education; second, to insert a consideration of vocational guidance at appropriate places throughout the Vocational Education Act when reauthorized; and third, to increase the set-aside of federally supplied state monies from 4 to 6 percent to be used for vocational guidance. These guidance personnel also spoke about the need for guidance on the pre-adolescent level rather than only on the senior high school level, and for the need to simplify reporting procedures so that better accountability can be achieved. Cited were successful vocational guidance programs as well as the problems vocational guidance personnel have due to lack of time and financial support. (KC)

ED219561 CE033261

Career Education Implementation Mode for Postsecondary Institutions. Bulletin 1980, No. 38.

Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 80
Grant-DHEW-554-AH-70214
Note-13p.; For related documents see CE 033 257-262.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Education); *Career Education; Colleges; Educational Cooperation; Educational Objectives; Faculty Evaluation; *Fused Curriculum; Institutional Cooperation; Intercollegiate Cooperation; *Postsecondary Education; *Program Implementation; Regional Schools; Universities; Vocational Schools
Identifiers-*Alabama; Education Amendments 1974

Developed for personnel in postsecondary institutions throughout Alabama, this implementation mode is intended to provide a stimulus for infusing career education activities and goals into each department and area of study. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. Discussion centers on developing objectives for implementation of career education at the postsecondary level and of program articulation between and among the area vocational centers, technical colleges and institutes, junior colleges, and institutions of higher education in Alabama. Eight suggestions are made by which institutions can contribute to the fulfillment of the State Plan for Career Education. A career education evaluation form for postsecondary personnel is appended. (YLB)

ED219581 CE033295

Business Principles 201.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-055-2
Pub Date 82
Note-91p.; For related documents see CE 033 293-299.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Objectives; *Business; *Business Administration; *Business Education; Economic Development; *Economics; Government Role; Guidelines; Human Resources; Instructional Materials; Learning Activities; Office Occupations; Planning; Secondary Education; *Small Businesses; Vocational Education
Identifiers-*Canada

This teaching guide consists of guidelines for conducting a secondary-level course on business principles. Intended as part of an office skills or accounting/data processing program, the course provides the management viewpoint toward the planning and operation of a business. First, the goals and objectives of the course are outlined. Provided next are lesson goals and objectives, teachers' notes and suggested activities, and lists of suggested materials for use in teaching the following topics: the evolution of the economic system, the Canadian economy, business organizations, functions of business, human resources in business, careers in business, government and business, and beginning and managing a small business. Guidelines are set forth for correlating content with support materials. Also included are a brief bibliography and a series of transparency masters. (MN)

ED219624 CE033359

Lutter, Judy Mahle

Coulds and Shoulds: The Dilemma.

Pub Date Mar 82

Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Development; *Adult Students; *Continuing Education; Educational Needs; Employed Women; Employment Level; Family Relationship; Females; Middle Aged Adults; *Midlife Transitions; Part Time Employment; Postsecondary Education; Self Actualization; Self Evaluation (Individuals); *Sex Role; *Student Attitudes; Student Educational Objectives; *Womens Education

Identifiers-University of Minnesota

A 2-year study was conducted to examine the impact of Continuing Education for Women (CEW) at the University of Minnesota on women's lives. Using data from a 22-page questionnaire filled out by 1,134 women who had taken at least one continuing education course at the University, and in-depth personal interviews with selected participants, the study focused on the lives of women who were between the ages of 37 and 45. It was found that the average student in CEW at Minnesota is a 42-year-old woman who already possesses a bachelor's degree. Very often she is returning to explore new career and/or degree possibilities. This study also found that women aged 37-45 experienced a great deal of dissonance between old expectations and new desires. Although most still had children at home, a significant number were either working full or part time. Frustrations and problems arose because they had rarely placed personal desires first. Returning to school was often the opening wedge for many other changes. The research indicates that this group needs special support; more than any other group, they were torn between what they "should do and be" in the traditional sense, and what they "could do or be" as articulated by younger women. The dilemma may cause personal and family disruption and distress. Although life styles and family responsibilities varied, almost everyone said they wanted to be employed and were using CEW classes and counseling to help define and reach those goals. (Author/KC)

ED219644 CE033501

McClain, Gerald R.
Mechanical Drafting.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 82
Note-787p.; For related documents see CE 033 510-511.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; *Drafting; *Engineering Drawing; Equipment; Hand Tools; *Learning Activities; *Occupational Information; Postsecondary Education; Technical Occupations; Transparencies; *Units of Study; Vocational Education

This publication, the third in a series on drafting, is intended to strengthen students' competence in the specialized field of mechanical drafting. The text consists of instructional materials for both teacher and students, written in terms of student performance using measurable objectives. The course includes 11 units. Each instructional unit contains some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. Units are liberally illustrated and are planned for more than one lesson or class period of instruction. Information for the teacher includes an instructional/task analysis of mechanical drafting, a list of tools, material, and equipment needed, and a reference list. Topics covered in the 11 units are the following: orientation; tools and equipment; reference materials; layouts and working drawings; dimensioning and tolerancing; fasteners and hardware; presentation drawings; materials and specifications; manufacturing processes; sheet metal developments; and power transmission. (KC)

ED219735 CS006768

Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-6p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academically Gifted; Academic Aptitude; Annotated Bibliographies; Cloze Procedure; Cognitive Processes; *Doctoral Dissertations; Memory; *Reading Attitudes; *Reading Comprehension; *Reading Instruction; Reading Programs; *Reading Research; Recall (Psychology); Secondary Education; Silent Reading; *Study Skills
Identifiers-Mathemagenics

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the effects of two mathemagenic activities on ninth grade good and poor readers' comprehension, retention, and attitudes; (2) the effectiveness of the cloze procedure in developing reading comprehension; (3) the existence, persistence, and intensity of approach/avoidance responses to print among bright secondary school learners; (4) the relationship of age, reading ability, and text structure on adolescents' memory for expository prose; (5) the effectiveness of reinspection over recall for the comprehension of various question types; (6) the implementation of a junior high school sustained silent reading program; and (7) strategic difficulties in summarizing texts. (FL)

ED219756   CS207046

Brand, Helena S.

Some Vocabulary Activities Worth Teaching About.

Pub Date 82

Note-5p.; Paper presented at the Meeting of the Oregon Council of Teachers of English (Portland, OR, October 9, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; English Instruction; *Learning Activities; *Skill Development; Teaching Methods; *Vocabulary Development; *Vocabulary Skills; Word Study Skills

The 12 activities presented in this pamphlet are intended to help make vocabulary study a stimulating experience for both teacher and student. The activities are as follows: (1) a commercially prepared list of suggestions for vocabulary development, (2) an exercise designed to relate vocabulary study to every day reading, (3) a variation of the dictionary search exercise, (4) a sentence and paragraph building activity that begins with the study of prefixes, (5) a word analogy exercise, (6) a list of brain teasers, (7) the "Word Power" sections from "Readers' Digest," (8) model writing exercises, (9) a word substitution activity, (10) the Vocabulary Development packet published by the "Newsweek" Language Arts Program, (11) an activity to familiarize students with words commonly used on standardized tests, and (12) a library use exercise designed to familiarize students with books about language. The pamphlet also suggests that teachers carefully choose the words they use in class in order to make their lessons more meaningful. (FL)

ED219883 EA014949

Schneider, Frank W.; Coutts, Larry M.

Environmental Press and Value Climates of Coeducational and Single-Sex High Schools.

Spons Agency-Canada Council, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.
Pub Date Mar 82
Grant-CC-573-1887; ODE-No-1024
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Catholic Schools; *Coeducation; *Educational Environment; Foreign Countries; High Schools; *Institutional Characteristics; Peer Influence; Personality Traits; *Single Sex Schools; *Social Environment; Social Status; Social Values; Student Attitudes; Student Needs; *Student School Relationship
Identifiers-Environmental Press; *Ontario

To determine if there are critical differences between the social and psychological environments of coeducational and single-sex schools, researchers investigated five coeducational, four all-female, and four all-male high schools in Ontario (Canada). All of the schools are "Separate" schools; that is, they are Roman Catholic and, therefore, are attended primarily by students of that religious background. A total of 2,929 grades 10 and 12 students completed measures of value climate and "environmental press" (defined as the pressures, stresses, rewards, and conformity-demanding influences of the culture, and measured here by the High School Characteristics Index). The hypotheses evaluated were that coeducational schools, compared with single-sex schools, would be perceived by their students as placing (1) less emphasis on scholarship and achievement, (2) greater emphasis on affiliation and pleasurable, nonacademic activities, and (3) less emphasis on control and discipline. Support was attained for the second and third hypotheses, but the evidence relevant to the first hypothesis was inconsistent. The results suggest that coeducational schools enjoy an advantage in that they attend to social-emotional needs and minimize the necessity of regimentation and discipline, and that this advantage does not occur at the expense of academic concerns. (Author/MLF)

ED219403 EC143184

Reehill, John

Knowledge and Attitudes of Bronx County New York Public School Principals with Regard to the Placement of Children in the Least Restrictive Environment.

Pub Date Apr 82

Note-8p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-76).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes; *Disabilities; Elementary Education; *Knowledge Level; *Mainstreaming; Middle Schools; *Principals; *Student Placement; Surveys

A survey of 71 elementary school and 39 middle school principals in Bronx County, New York, was designed to compare their knowledge and attitudes regarding placement of handicapped children in the most appropriate least restrictive environment and to examine the effects of experience and background on their knowledge and attitudes. The principals were administered the Rucker-Gable Educational Programing Scale. Conclusions were: (1) that both the elementary and middle school principals were severely lacking in knowledge toward the educational placement of handicapped children; (2) that principals tended toward programing for mildly handicapped children in more restrictive educational environments than did the experts; (3) that years of experience as a principal had no statistically significant effect on knowledge or attitudes; and (4) that for both elementary and middle school principals, having special education classes housed in their school buildings had no significant effect on knowledge and attitudes. Among recommendations was the development of inservice training programs for principals focusing on appropriate placement of handicapped children in the least restrictive environment. (SW)

ED220019 HE015378

Hinman, Martha M.; Kallio, Ruth E.

Effective Use of Models in the Decision Processes: Theory Grounded in Three Case Studies. AIR Forum 1982 Paper.

Pub Date May 82

Note-30p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies; Cognitive Style; College Environment; College Programs; Consultants; *Decision Making; *Health Occupations; Higher Education; Information Needs; *Models; Needs Assessment; Nursing Education; *Organizational Climate; Pharmaceutical Education; Physical Therapy; Policy Formation; Political Influences; Program Administration; *Program Costs

Identifiers-*AIR Forum; *University of Michigan

The technical, social, and procedural phenomena that facilitate the effective utilization of analytic models in decision-making are examined. Attention is focused on the theoretical issues associated with: (1) selection and fit of the model to the needs of the decision setting; (2) human factors such as cognitive style and the political climate surrounding the decision participants; and (3) the role of the model on the decision process. Theoretical concepts are illustrated by examples from three applications of a single health science curriculum cost construction model. A central thesis is that models must be adapted to the conditions of the decision setting and the characteristics of the problem to ensure utilization. Model technology must be appropriate to the decision, feasible in terms of practicalities, and of demonstrated validity. Issues relating to individual attitudes and organizational norms are best addressed through building the client/consultant relationship and through the careful early diagnosis of the setting. Since a model can assume a variety of roles in the decision process, client/consultant expectations must be clarified on the stage at which the model will be used, how it will be used, and by whom. The development in the late 1970s of a curriculum cost construction model is described. It was developed by consultants for the University of Michigan School of Pharmacy, and then university staff developed similar models for the School of Nursing and the Program in Physical Therapy. Attention is directed to factors in the utilization of mathematical models and model characteristics required by various decision types. (Author/SW)

ED219543 CE033207

CETA Programs for Disadvantaged Adults--What Do We Know about Their Enrollees, Services, and Effectiveness?

General Accounting Office, Washington, D.C.
Report No-GAO/IPE-82-2
Pub Date 14 Jun 82
Note-16[illegible]p.; Report submitted to the House of Representatives, Subcommittee on Employment Opportunities, Committee on Education and Labor.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760

(First five free; thereafter $3.25 each, bound; $1.00 each, unbound; quantity discounts available).
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education; Adults; *Disadvantaged; Economically Disadvantaged; Educationally Disadvantaged; *Employment Programs; *Federal Programs; Females; Job Training; On the Job Training; Outcomes of Education; *Program Effectiveness; Public Service Occupations
Identifiers-*Comprehensive Employment and Training Act

With expiration of the Comprehensive Employment and Training Act (CETA) impending, the United States General Accounting Office (GAO) reviewed four types of adult-oriented service: classroom training, on-the-job training, work experience, and public service employment. The GAO researched and synthesized program administrative data and the results of evaluation and research studies, and analyzed employment statistics to determine who enrolled in the programs, what types of services and what benefits were provided them, what were the employment experiences of the enrollees both before and after participating in CETA, and how effective the services were. GAO found the following four outcomes, among others: (1) CETA adult-oriented services were well targeted--the enrollees were generally disadvantaged economically and educationally, which affected their employment stability; (2) outcomes differed for the four services, but these differences were expected since occupational areas and characteristics of participants also varied; (3) on the average, early participants were better off after CETA than before in terms of increased employment and earnings and reduced reliance on public benefits; and (4) because of limited data, CETA's effectiveness can be addressed only in terms of earnings. No more than a small proportion of the improvement in earnings can be attributed directly to CETA, but women and individuals appear to have profited more than other groups as a result of the program. (KC)

ED219603 CE033326

Cornett, Lynn M.

Preparing Students for the World of Work. Vocational Guidance Delivery Systems.

Southern Regional Education Board, Atlanta, Ga.

Pub Date Aug 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Education; *Career Guidance; Counseling Services; *Counseling Techniques; Counselor Client Relationship; Counselor Training; *Delivery Systems; Educational Needs; Educational Practices; *Education Work Relationship; Information Systems; Job Placement; Program Administration; *Program Development; *Secondary Education; Staff Utilization

Identifiers-Jobs for Americas Graduates Program; *United States (South)

This newsletter summarizes the findings of a Southern Regional Education Board investigation of efforts in the region's high schools to provide guidance to students about to enter the world of work. Focus of the summary is on the following areas: the education-work relationship, guidance staffing and utilization; administrative support, preparation programs, job placement, and utilization of funds. Covered in an examination of vocational guidance delivery systems are counselor-centered systems, decentralized systems, the Jobs for America's Graduates program, occupational specialists, career information systems, and auxiliary personnel. (MN)

ED219715 CS006707

Stone, Diana Joy

The Effects of Format and Number of Arguments on Comprehension of Text by College Undergraduates.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Context Clues; Higher Education; *Layout (Publications); *Material Development; *Readability; Reading Ability; *Reading Comprehension; *Reading Research; Reading Skills; *Textbook Preparation

Identifiers-List Format Text; *Reader Text Relationship

A study examined the interaction between reading ability and text format. Subjects were 120 sophomores and juniors enrolled in reading methods courses at Montclair State College (New Jersey) who were divided into two equal groups of skilled and unskilled readers by means of a diagnostic reading test. Experimental reading passages based upon college texts of approximately 130 words containing equal amounts of information but systematically varied numbers of arguments were presented in two different formats: standard format text (SFT) and list format text (LFT) in which the standard format text was typographically manipulated so that the information presented in meaningful components, based upon semantic propositions, was separated on successive lines of the page. Combining the variables produced four experimental conditions. Results indicated interactive effects between ability and format for skilled readers, from which it can be inferred that they identify and use cues in the text, but evidence of interactive effects between arguments and ability and arguments and format was not found. The number of arguments did affect comprehension. To improve instruction, teachers, text designers, and text writers should take into account the effects of format and the number of arguments. (JL)

ED219778 CS207119

Weaver, Constance, Ed.

Using Junior Novels to Develop Language and Thought: Five Integrative Teaching Guides.

Language Arts Society, Kalamazoo, MI.

Pub Date 81

Note-75p.; The Language Arts Society is a student affiliate of the National Council of Teachers of English.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL (Stock No. 56142, $4.00 non-member, $3.50 member).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescent Literature; Cognitive Development; Cultural Awareness; Elementary Secondary Education; *English Curriculum; *Integrated Curriculum; Language Arts; *Literature Appreciation; *Novels; Self Concept; Teaching Guides; Units of Study

This monograph consists of teaching guides for five junior novels: "Tales of a Fourth Grade Nothing"; "Mrs. Frisby and the Rats of NIMH"; "Across Five Aprils"; "The Lion, the Witch and the Wardrobe"; and "Harriet the Spy." Each unit is intended (1) to enhance the creative process; (2) to foster cognitive development at the concrete operational level; (3) to introduce issues and concepts leading to formal operational thought; (4) to enhance all curriculum areas, integratively, using the novel as a common focus; (5) to enhance social interaction and self-awareness through group and individual work; (6) to foster reading appreciation; (7) to provide a basis for self-exploration; (8) to develop a broader understanding of the world; and (9) to foster better understanding of and greater tolerance for the viewpoints and lifestyles of others. Included for each unit is a brief summary of the plot and major characters of the novel, an extensive set of discussion questions, and suggestions for numerous activities that integrate reading of the novel with other aspects of the entire curriculum. (HOD)

ED219800 CS207157

Zanot, Eric J.; Maddox, Lynda M.
Subliminal Advertising and Education.
Pub Date Jul 82
Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Education; *Advertising; Course Content; Higher Education; *Journalism Education; Moral Issues; Motivation Techniques; *Teacher Attitudes; Teaching Methods
Identifiers-Key (Wilson Bryan); *Subliminal Advertising

Claims that the academic community ignores the subject of subliminal advertising led to a study designed to ascertain the degree to which the topic is introduced in the classroom, what opinions professors offer concerning it, and the sources with which they acquaint their students. A questionnaire containing a series of open- and close-ended questions and a demographic survey was completed by 199 faculty who teach advertising-related courses in colleges and universities. Analysis of the data allowed six conclusions: (1) these professors are fully cognizant of the concept of subliminal advertising, and they teach it in their classes; (2) although it is discussed in a wide variety of classes, little class time is devoted to subliminal advertising; (3) subliminal advertising is also discussed in a variety of other departments; (4) educators in advertising or marketing departments teach that subliminal advertising is seldom or never used, and when they do offer opinions, they say it is unethical, unacceptable, or harmless; (5) Wilson Bryan Key is the source commonly associated with the topic by professors when they name individuals or sources; and (6) there are no correlations between what professors say about subliminal advertising and their ages, teaching or professional experience, or whether they teach in an advertising or marketing context. (JL)

ED219821 CS503908

Follert, Vincent F.

Reactance in the Jury Room: Decision by Men and Not by Laws.

Pub Date Apr 82
Note-11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Science Research; Behavior Patterns; *Court Judges; Court Litigation; Court Role; *Decision Making; Higher Education; *Language Usage; Psychological Patterns; Psychological Studies; Responses
Identifiers-*Juries; *Reactance (Psychology)

Based on research indicating that restrictive judicial language directed at jurors encourages reactance, or decisions contrary to the judge's instructions, two experiments were conducted to determine whether courtroom jurors merely admonished to ignore inadmissible evidence would be more inclined to comply with judicial instructions than would jurors provided with explanations for the admonition. In the first experiment, college students placed in one control and three experimental groups were given a summary of a murder and robbery case, with the experimental groups receiving an additional piece of evidence of questionable legality. In the first condition the judge ruled the disputed evidence was admissible, in the second the evidence was ruled inadmissible, and in the third, the subjects were told the evidence was inadmissable but were given an explanation for the ruling. The results indicated that the inadmissible testimony and admonitions did not significantly influence the final verdict, but that the admonition with explanation may have diminished the subjects' reactance where sentencing was concerned. In the second experiment, which was of identical design but involved assault and battery and a monetary decision rather than a jail sentence, the judicial justification led to the subjects' increased reliance on the inadmissible testimony, or a strong reactance. The results provide strong support for the notion that rulings of inadmissible evidence influence jurors' decisions. (HTH)

ED219843 EA014699

A Strategy for Implementing the School Management Team.
Ohio School Boards Association, Columbus.
Spons Agency-Office of Personnel Management, Washington, D.C.
Pub Date Apr 82
Note-68p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Board Administrator Relationship; Board of Education Policy; Check Lists; *Educational Administration; Elementary Secondary Education; Interprofessional Relationship; *Management Teams; *Participative Decision Making; Planning; Program Evaluation; Program Implementation; Rating Scales; Records (Forms); Self Evaluation (Groups)

To aid school administrators, this guidebook presents information on planning, implementing, and evaluating a school management team approach. The first section reviews the definition and philosophy of the management team, discusses propositions about and characteristics of management teams, and describes the application of team decision-making to problem diagnosis and the generation, evaluation, and choice of solutions. Section 2 outlines four step-by-step processes to help school boards, superintendents, and planning committees initiate the team concept, conduct a district self-assessment, plan the formation of a management team, and monitor and evaluate the team system. Descriptions of each step and checklists of activities are included. The final section looks at various policy considerations for the development of a management team plan, such as job descriptions and administrator evaluations, contracts, and compensation. A selected bibliography is followed by seven appendices providing management team models, information sources, and examples of timelines, monitoring and assessment instruments, and policy statements. (Author/RW)

ED219863 EA014914

Billings, Karen

Computer-Assisted Learning: A Learner-Driven Model.

Pub Date Jul 82

Note-10p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction; Computer Graphics; Computer Programs; Elementary Secondary Education; Programing; *Student Developed Materials; Student Motivation; Student Participation; Teacher Developed Materials; Word Processing

Identifiers-*Learner Control

Many computerized educational activities are controlled by the student as well as by the hardware or software being used. When the student can make decisions that will affect the responses of the computer, the computer becomes a tool for exploration and is not merely a vehicle for delivering instruction. Some of the activities that involve student control are programming (which permits the greatest degree of control), word processing, using message systems for communication with operators at other terminals, producing artistic works with computer graphics, manipulating databases, using simulations, and playing computer games. To create effective learner-driven computer environments, teachers must understand the systems they are using and be able to adapt the hardware and software to their own instructional styles and their students' needs. It is difficult at present to quantify the effects of learner-driven computer education, though it is clear that such a mode of instruction can encourage the process-oriented thinking that many educators seek in their students. (Author/PGD)

ED219925 EC150015

Flippen, Alexis; And Others

The Crucial Role of Connections in Vocational Systems for Serving the Handicapped: Guide for LEA Personnel. SEP Technical Assistance Guide (No. 2).

SRI International, Menlo Park, Calif.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

Pub Date Dec 81

Contract No-300-78-0030

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Delivery Systems; *Disabilities; Models; *Program Development; School Districts; Secondary Education; *Vocational Education

Intended for local educational administrators and practitioners, the technical assistance guide addresses student related and program related connections in providing vocational programs for handicapped students at the secondary level. Following an introductory section, section II looks at the structure of vocational systems by explaining the importance of connections (e.g., use of information about skills needed for employment to shape vocational assessment). Section III describes a vocational system which incorporates connections between the following components: (1) vocational assessment/career counseling, (2) career counseling/vocational training, (3) vocational training/placement, (4) placement/work experience/followup, (5) work experience/followup/placement, (6) placement/employment, (7) placement/continuing education/vocational training, and (8) employment/vocational training. Connections which were presented in section III are critiqued in section IV. The final section offers general guidelines that local education agency personnel can use to examine the connections in their vocational systems aimed at handicapped students. (SW)

ED220004 HE015353

Daubert, Victoria; And Others
Medical Student Financing and the Armed Forces Health Professions Scholarship Program.
Rand Corp., Santa Monica, Calif.
Spons Agency-Office of the Assistant Secretary of Defense for Health Affairs (DOD), Washington, DC.
Report No-ISBN-0-8330-0361-5; RAND-R-2414-HA
Pub Date Jan 82
Contract No-MDA-903-77-C-0273

Note-90p.
Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($7.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Armed Forces; Awards; Cost Effectiveness; *Federal Aid; Federal Legislation; Federal Programs; Higher Education; *Medical Students; *Military Personnel; *Physicians; Prediction; Program Costs; Questionnaires; *Scholarship Funds; Scholarships; *Student Financial Aid
Identifiers-*Armed Forces Health Prof Scholarship Program; Department of Defense; Health Professions Educational Assistance Act 1976; National Health Service Corps
The impact of the Health Professions Educational Assistance Act of 1976 (P.L. 94-484) on the supply of physicians for the armed services was assessed. As background to the survey findings, information is presented on conditions of three federal programs and differences in their benefit structures and implications for program participation. These programs are the Armed Forces Health Professions Scholarship Program (AFHPSP) of the Department of Defense (DOD), the National Health Service Corps (NHSC) scholarships of the Department of Health, Education, and Welfare, and the Federal Loan Insurance Program. The 1977 survey of a sample of first and second year medical students evaluated their preferences regarding the alternative financing methods, using the conditional logit model to simulate future choices. The demographic variables included race, sex, marital status, and family contribution, and policy variables included the discounted present value of income in each life-cycle period. Attention is directed to implications of the results for current and future anticipated changes in AFHPSP participation, given no program changes, and cost effective program changes to attain a goal of about 1,200 physicians per year. The results suggest that the DOD will fall short of its requirements for medical AFHPSP accessions by about 400 per year after 1978 if there were full NHSC funding for all its qualified applicants. The analysis suggests that increasing service compensation by about $7,500 (1978 dollars) would eliminate the shortfall and will probably be more cost effective than offering a stipend beyond that offered by NHSC. Adjustment strategies for the AFHPSP program benefits are outlined, and a sample questionnaire and description of the survey procedures are appended. (SW)

ED220036 HE015395

Stevenson, Michael; Walleri, R. Dan

Application Generators: Their Impact within Institutional Research and Beyond. AIR Forum 1982 Paper.

Pub Date May 82
Note-28p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; *College Administration; Computer Oriented Programs; *Computer Programs; Databases; Higher Education; *Information Needs; *Institutional Research; *Management Information Systems; Programing Languages; Technological Advancement
Identifiers-*AIR Forum

The characteristics of application generators and the reasons they are and will be used increasingly in collegiate institutional research are addressed. The incorporation of application generators within a total institutional data and information processing network is also outlined. The analysis considers the often noted "gap" between expectations and results in the application of computer power to information needs. It is proposed that application generators will eventually displace COBOL and other third generation languages as the primary tool for information system development. It is further argued that institutional research represents the most logical candidate for acting as the catalyst in this transformation. Evidence in support of these arguments is derived from a review of relevant literature and from a detailed description of one application generator and its use at one institution. In addition, strategies for beginning the transition to application generators and related institutional issues are examined. Application generators are classified as fourth generation software since they are non-procedural. Third generation languages require the user to describe not only what is desired, but also to tell the computer how to do it. Application generators require only the description of what is desired. Other characteristics of application generators are considered, and examples of application generators are noted. The case of a college that converted to an application generator and used the application generator package "INFO" is described. INFO's significant impact for institutional research and other college applications are addressed. A bibliography is appended. (SW)

ED220053 HE015412

Lozier, G. Gregory; Althouse, P. Richard

Supporting Quality through Setting and Reallocation. AIR Forum 1982 Paper.

Pub Date May 82

Note-26p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982). Figure 2 contains small print.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Budgeting; College Administration; *College Planning; Decision Making; Educational Quality; *Financial Problems; Higher Education; Long Range Planning; Needs Assessment; Policy Formation; Problem Solving; *Resource Allocation; *Retrenchment; State Universities

Identifiers-*AIR Forum; *Pennsylvania State University

Pennsylvania State University's early response to declining resources and its current planning and budget process are described. Attention is also directed to the fiscal outcomes of the process over the past 5 years and several of the strategies devised to promote qualitative concerns and respond to variable growth-decline situations. From 1971 to 1976 budget gaps were closed by imposing across-the-board position freezes followed by collapsing vacant positions or reducing their level of funding. Support expenditures also were reduced substantially in such areas as travel, telephones, equipment, and wages. It was determined that future budget reductions must result from careful long-range planning, focusing on the central needs of the university's academic and administrative units. The planning and budget process that was initiated in 1977 used selective reductions and reallocations and evolved into a rolling 5-year process. The key elements of the process include financial projections, recycling assessments, planning questions and data support, responses by individual units, planning and budget hearings, advisory committee deliberations and recommendations to senior officers, and operating budget development. For the program of internal recycling and reallocation (1971-1976), a total of $11.1 million was pulled back and reallocated primarily for increased costs of operation. Since the rolling 5-year planning and budget process was initiated in 1977, an additional $14.6 million has been reallocated through 1981. Recommendations and the following funding mechanisms to support quality are considered: the Provost's Revolving Fund, matching concepts for general funds and extramural funds, and private funds. (SW)

ED219668 CG016091

Nye, F. Ivan

Runaways: Some Critical Issues for Professionals and Society. Revised. Extension Bulletin 0744.

Washington State Univ., Pullman.

Pub Date Jul 81

Note-15p.; Available only in microfiche due to original paper color of document.

Available from-Cooperative Extension, Cooper Publications Building, Washington State University, Pullman, WA 99164 ($.25).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents; Child Welfare; *Delinquency Causes; Delinquent Rehabilitation; Delivery Systems; *Family Problems; Individual Characteristics; Parent Child Relationship; *Runaways; Social Problems; State of the Art Reviews; *Student Alienation; *Youth Problems

The revelation that three-quarters of a million adolescents leave home without permission each year has received national attention. Yet most lay persons and many professionals know little about the problem. A review of the professional literature on runaways shows an almost equal division between males and females who are more likely to be from low income families. Most runaways do not run far or stay for a long time period. About one in five report unhappy experiences on the road and 3 percent report traumatic experiences. About two-thirds run away because of conflict with parents, while about three-fourths do so because of poor performance in school. Related issues that professionals must be aware of include decriminalization and the need for alternative living arrangements and expanded opportunities for youth employment. (JAC)

ED219691 CG016115

Streim, Leonard; O'Brien, Richard M.

The Relative Efficacy of Negative Practice and Anxiety Management Training in the Treatment of Mathematics Anxiety.

Pub Date Apr 81
Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Modification; Comparative Analysis; *Counseling Effectiveness; *Counseling Techniques; Group Counseling; High Schools; *High School Students; Mathematics Achievement; *Mathematics Anxiety; Negative Practice; Physiology; *Relaxation Training

Mathematics anxiety involves feelings of tension and stress that interfere with the solving of mathematical problems in academic and daily life situations. To investigate the relative effectiveness of group negative practice and group anxiety management training in reducing mathematics anxiety, 72 math-anxious high school students were divided into one of the two training groups, the placebo treatment group, or the no-treatment group. Results indicated that both treatment groups exhibited significantly less anxiety than the no-treatment control group. The placebo procedure produced treatment effects that were not significantly different from the recognized treatments. There was no significant difference between the treatment and control groups in grades in mathematics. The findings support the hypothesis that the treatments reduce math anxiety and improve performance in math. (Author/JAC)

ED219946 FL013095

Freytes, Celeste E.

Procedures for Assessing Learning Problems of Students with Limited English Proficiency.

Evaluation, Dissemination and Assessment Center, Cambridge, MA.
Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-22p.
Available from-Not available separately; see FL 013 091.
Document Not Available from EDRS.
Descriptors-*Bilingual Education; *Bilingual Students; *Diagnostic Tests; *Educational Diagnosis; Elementary Education; *Learning Disabilities; *Limited English Speaking; Student Needs

A procedure for identifying students with limited English proficiency who have special needs is presented and a procedure for assessment is described. Before implementing an assessment process, the students and their special needs must be identified. A five-step identification process is recommended, which considers the child's task failure, identification of problems not primarily due to learning problems, the physiological component, the discrepancy component or intra-individual differences in performance, and discovery of the child's preferred learning style. When the special needs have been identified, a four-step assessment procedure can be undertaken. The four steps involve the following components: (1) content areas or the specific knowledge-based skills needed to learn effectively; (2) sociocultural factors, which provide a frame of reference for looking into different learning styles; (3) socio-economic dimensions; and (4) assessment strategies. Finally, some observations are made on assessment instruments and the bilingual child. Appendices provide references for the criteria for test selection; a form, "Criteria for Test Selection"; and references of annotated bibliographies of tests for use with bilingual students. (AMH)

ED219968 FL013166

Alatis, James E., Ed.; Tucker, G. Richard, Ed.

Language in Public Life. Georgetown University Round Table on Languages and Linguistics (Washington, D.C., 1979).

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Report No-ISBN-0-87840-114-8

Pub Date 79

Note-310p.

Available from-Georgetown University Press, Washington, DC 20057 ($7.75).

Document Not Available from EDRS.

Descriptors-Advertising; Civil Liberties; Classroom Communication; *Discourse Analysis; *Language Planning; *Languages; Newspapers; *Professional Occupations; *Public Policy; *Public Relations; Speech Communication; Television

Identifiers-Presidents Comm Foreign Lang International Studies

The proceedings of the Georgetown Round Table on language and public life are divided into four sections dealing with: (1) language in public life and international affairs, (2) language spread and language policy, (3) language and the professions, and (4) the language of public persuasion. The articles in these sections treat the following points: the President's Commission on Foreign Languages and International Studies; U.S. international English language policy; language attitudes, planning and policy; language choice and human rights; communication in medical practice; language and advertising, education, the judicial system, the neurosciences, and the deaf experience; and language assessment, and the languages of persuasion in the media. An appendix presents an article in French by A. Zachariev on language planning in education in multilingual countries. (AMH)

ED219505 CE032567

Perlman, Leonard G., Ed.; Arneson, Kathaleen C., Ed.

Women and Rehabilitation of Disabled Persons. A Report of the Mary E. Switzer Memorial Seminar (6th, Washington, D.C., November 16-18, 1981).

National Rehabilitation Association, Alexandria, Va.

Pub Date May 82

Note-84p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Accessibility (for Disabled); Access to Education; Adults; *Disabilities; Employment Opportunities; Employment Potential; *Females; Institutional Role; *Normalization (Handicapped); Services; Sex Bias; Sex Discrimination; Sex Fairness; *Vocational Rehabilitation; Womens Education

This publication contains five action papers, as well as reaction to them, from a seminar on women and rehabilitation. The papers consider women both as professionals in the field of rehabilitation and as consumers of rehabilitation services. In the first two papers, Carolyn L. Vash, Martha M. Carrick, and Tamara Bibb explore the employment status of disabled women, and describe the problems they have faced in attempting to gain access to benefits and services. In both papers, it is implied that disabled women face the same types of discrimination as other women, but in more exaggerated forms because of their double handicap. In the third paper, Bobbie J. Atkins examines the problems faced by disabled women who are members of minority groups and makes recommendations to overcome these barriers. The last two papers of the conference, by Joan Thompson Barker and Denise C. Tate, focus on women as leaders in the field of rehabilitation (history, current status, law, and economics), exploring why women professionals are paid less than their male counterparts and have higher unemployment and how women can influence the rehabilitation of women in other parts of the world. Tributes to and biographical information about Mary E. Switzer are also included in the seminar papers. (KC)

ED219562 CE033262

Career Education Implementation Mode for the Community. Bulletin 1980, No. 39.

Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 80

Grant-DHEW-554-AH-70214

Note-34p.; For related documents see CE 033 257-261. Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Development; *Career Education; *Community Involvement; Elementary Secondary Education; Family Involvement; *Fused Curriculum; *Parent Participation; Parent Role; Program Implementation; School Community Relationship

Identifiers-*Alabama; Education Amendments 1974

Developed for members of the community, this implementation mode is intended to be a stimulus to assist educators with the infusion of career education activities and goals into classroom subject areas. Uses for the booklet are suggested. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. A discussion and checklist regarding the involvement of the business-labor-industry community in career education are provided. The next section focuses on involving the home and family structure, and contains a guide with practical, career-related activities for parents to use with their children. The activities are grouped by the seven goals of career education and indicate suggested age/grade levels. A reference list is also provided. The booklet ends with a checklist for the home and family to evaluate involvement in a child's career development. (YLB)

ED219582 CE033296

Marketing. Retailing 102, Promotions 202, Relations in Business 202, Management 302, Marketing Practicum 302.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-047-1
Pub Date 82
Note-398p.; For related documents see CE 033 293-299.
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Advertising; Behavioral Objectives; *Business Administration; *Business Communication; *Business Education; Employer Employee Relationship; Guidelines; Instructional Materials; Learning Activities; *Marketing; *Merchandising; Occupational Clusters; Public Relations; *Retailing; Secondary Education; Vocational Education

This teaching guide contains guidelines for conducting five secondary-level marketing cluster courses--Retailing 102, Promotions 202, Relations in Business 202, Management 302, and Marketing Practicum 302. Covered first are goals and objectives, teachers' notes and suggested activities, lists of suggested materials, and guidelines for correlating course content with supported materials. Addressed in the retailing course are checker/cashier operations; receiving and marketing merchandise; analyzing target markets; and displays, buying, and pricing. Various aspects of promotions are examined, including color, lettering, and design; advertising; special promotional activities; display; and customer services. Dealt with in the business relations course are personality; communication; employer/employee, customer/salesperson, and buyer/vendor relationships. Among the management principles treated are objectives, ethics, decision making, functions of management, planning, organizing, directing, controlling, and leadership. The marketing practicum includes materials on planning, organizing, directing, and controlling goals as well as with various practicum delivery systems. A bibliography, handbook of forms, and transparency masters conclude the guide. (MN)

ED219604 CE033328

Levitan, Sar A.; Johnson, Clifford M.

Second Thoughts on Work.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Report No-ISBN-0-88099-001-5
Pub Date 82
Note-248p.; Revised edition of Work is Here to Stay, Alas (ED 128 595).
Available from-W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($13.95--hardcover (ISBN-0-88099-000-7);, $9.95--paper (ISBN-0-88099-001-5); quantity discounts available). available).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education; *Change; Employee Attitudes; Employer Employee Relationship; *Employment; *Employment Patterns; *Futures (of Society); *Job Development; Job Satisfaction; Labor Market; Labor Relations; Surveys; Vocational Education; *Work Attitudes
Identifiers-*Work Ethic

This book examines the forces which are changing work in the 1980s and offers a concise analysis of the challenges for social policy which lie ahead. The first of nine chapters looks at changes affecting Americans' concept of work, including expectations, commitment to work, satisfaction, and work reform. Discussion in chapter 2 focuses on development of historical views toward work. Chapter 3 looks at these topics affecting the survival and strengthening of the work ethic: women in the labor force, men's earlier retirement, black unemployment, work motivation amidst poverty and unemployment, and expansion of leisure and nonwork time. Chapter 4 reviews job satisfaction surveys and examines the weaknesses of evidence of discontent. Changes in the nature of work are discussed in chapter 5, including shifts toward service and white-collar employment, technological innovation, robotics, microprocessors, and automation. Chapter 6 describes the worker of tomorrow, while chapter 7 considers reform from a historical perspective. Obstacles to long-term and widespread change (job redesign and participative management) are examined in chapter 8. Chapter 9 concludes the book with a look at the future of work that takes into consideration negative and positive aspects. (YLB)

ED219736 CS006769

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-13p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aptitude; Annotated Bibliographies; Cognitive Processes; Concept Formation; *Doctoral Dissertations; Elementary Secondary Education; Memory; Mnemonics; Prior Learning; Questioning Techniques; Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Research; *Recall (Psychology)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) creativity as a mediating variable in inferential reading comprehension; (2) teacher questioning and student response interaction during portions of reading comprehension lessons; (3) filtering and construction processes in the comprehension of text; (4) sequential memory abilities and reading achievement; (5) the effect of organizational pattern on comprehension; (6) the relationship of elaboration, organization, and speed of processing to text comprehension differences; (7) problems with masculine generics; (8) effects of prior knowledge and concept-building on good and poor readers' comprehension; (9)concrete-to-abstract instructional progression, readiness, and language patterns; (10) students' concepts of reading and their achievement in reading comprehension; (11) first grade students' understanding of reading terminology; (12) the contribution of prior knowledge, vividness of imagery, academic ability, and "colorfulness" of passage to students' free recall; (13) poor comprehenders' instantiation of oral and written discourse; and (14) effects of mnemonic strategy variations on students' recall. (HOD)

ED219757 CS207048

Dozier, David M.; Gottesman, Michael

Subjective Dimensions of Organizational Roles among Public Relations Practitioners.

Pub Date Jul 82
Note-41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Measures; *Communication Research; *Employee Attitudes; *Occupational Surveys; *Professional Associations; Professional Recognition; Psychological Characteristics; *Public Relations; *Role Perception

To explore the subjective dimensions of public relations practitioner orientations toward their profession in the context of the organizational roles they play, this study combined characteristics of both large-sample survey research and indepth, intensive inquiry. Membership lists of the Public Relations Society of America, the International Association of Business Communicators, the Public Relations Club of San Diego, and Women in Communications were used to survey public relations practitioners in the San Diego, California, area by mail. From the 172 respondents, 28 subjects were selected for intensive study. Analysis of the findings identified four public relations practitioner types: the upwardly mobile practitioner, the creative artistic practitioner, the committed proactive practitioner, and the literary scientific practitioner. Individuals of the upwardly mobile type expressed positive opinions about their profession and fellow practitioners. They viewed themselves as sensitive supervisors who practiced good public relations and moved up the organizational ladder. The creative artistic type wanted more say in decisions, but not at the expense of the spontaneity and emotional involvement in the public relations process. The committed proactive practitioner felt that public relations was more than just a technique and saw a need for improvement in the profession. Finally, the literary scientific type also felt that the profession should be evaluated, but held no special regard for the organization nor saw ethics as particularly relevant to the practice of public relations. They regarded public relations as an applied social science. (HOD)

ED219904 EC143185

Fimian, Michael J.; Santoro, Theresa M.

Correlates of Occupational Stress as Reported by Full Time Special Education Teachers: I: Sources of Stress.

Spons Agency-Connecticut Univ., Storrs.
Pub Date Apr 81
Grant-5171-000-22-0401-35-817
Note-31p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-76).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; *Special Education Teachers; *Stress Variables; *Teacher Attitudes; *Teacher Burnout; Teaching (Occupation)

The study reported the results of a statewide teacher stress survey conducted with 365 full time special education teachers in Connecticut. Dependent variable ratings for the degree of intensity and the degree of frequency of 25 sources of teacher stress and burnout were examined. Of the 365 respondents, 58 were identified as low stress, 250 as moderate stress, and 57 as high stress teachers. Among findings were that the strongest and most frequent sources of stress included inadequate salary, frustration over lack of time for individual students, and frustration because of poor attitudes and behaviors of the administration. A strong relationship was found between reported strength means and frequency means. Other findings included that many teachers felt that their personal priorities were being shortchanged by professional time demands, that many of the teachers surveyed enjoy and are satisfied with their jobs regardless of the moderate to high stress levels that may be incurred, and that significantly more members of the low stress group reported not taking mental health days than did the members of the medium or high stress groups. Charts and tables with statistical data are included, along with statistics corresponding to individual questionnaire items. (SW)

ED219988 HE015214

Chioni, Rose Marie; And Others

Factors Affecting Employment of Graduates of the University of Virginia School of Nursing from 1978-1980.

American Association of Colleges of Nursing, Washington, D.C.
Report No-AACN-Pub-82-1
Pub Date 82
Note-20p.
Available from-American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 ($6.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alumni; *Employee Attitudes; Employment Experience; *Employment Patterns; Graduate Surveys; Higher Education; Hospitals; Individual Characteristics; *Job Satisfaction; *Nurses; Nursing Education; *Occupational Mobility; Vocational Followup; *Work Environment
Identifiers-University of Virginia

An employment profile of recent graduates of the University of Virginia School of Nursing was undertaken, with attention directed to factors they considered important for selecting their jobs, leaving their jobs, and selecting future jobs in nursing. A questionnaire used in a 1981 study was modified for the investigation, and the Work Environment Scale (WES) (Insel and Humphrey, 1974) was also administered. Of 375 questionnaires mailed, 260 usable responses were obtained, representing Bachelor of Science in Nursing (B.S.N.) graduates during 1978-1980. General information was obtained on the respondent's sex, marital status, parenthood status, residence, area of focus at the university, further education since the B.S.N., current employment as registered nurses, and the number of years in nursing since the B.S.N. Respondents were also asked to indicate the setting, the length of employment, the position held, and the reasons for leaving each job since graduation. Additionally, respondents were asked to assess the social climate of their work units by answering true or false to statements on the WES. Attention was focused upon the following dimensions: involvement, peer cohesion, staff support, autonomy, task orientation, work pressure, clarity, control, innovation, and physical comfort. Different work settings and positions were evaluated in regard to the study dimensions. Findings confirm that most of the graduates work upon graduation (92.7%) and are employed as staff nurses (81.1%). While 63.7% held their first jobs in a medical center, the tendency for second jobs is to either community hospitals or community health programs. The finding of most concern is the very high job mobility of respondents. (SW)

ED219525 CE033104

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 9: Personnel Development. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session on H.R. 66.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 9 Dec 81

Note-184p.; Not available in paper copy due to small, light type. For related documents see ED 204 590-591, ED 212 826, ED 213 971-972, ED 215 219, ED 215 233, ED 216 214, and CE 033 103.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Finance; Educational Legislation; Educational Needs; Federal Legislation; Hearings; Higher Education; *Program Effectiveness; *Teacher Education; *Teacher Educator Education; Teacher Shortage; *Vocational Education

Identifiers-Congress 97th; *Reauthorization Legislation; *Vocational Education Act 1963

This document is a transcript of hearings conducted in December 1981 on the reauthorization of the Vocational Education Act of 1963. The specific focus of the hearings was vocational education personnel development. The graduate leadership development program provides opportunities for experienced vocational educators to study full-time in an advanced study program for up to 3 years. The teacher certification fellowship program provides opportunities for unemployed, previously certified teachers and persons from business, industry, and agriculture to seek certification in vocational instructional areas in which a need for teachers has been identified. Major testimony was taken from state department personnel development staffs, university vocational teacher education directors, professors of vocational and technical education, and the assistant secretary for Vocational and Adult Education, U.S. Department of Education. The witnesses testified about the previous uses made of these programs and the need for them to continue under the reauthorization of the Vocational Education Act. Statistics were cited on how many people had become vocational education teachers, how many university vocational teacher educators had been prepared, and how many vocational teachers are still needed. Also examined were other programs under the provisions of this section of the act, including projects of national significance, the National Center for Research in Vocational Education, and vocational education personnel training. (KC)

ED219625 CE033360

Weeks, Joseph L.

The Development and Application of Measures of Occupational Learning Difficulty.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.

Pub Date Oct 81

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ability Identification; *Aptitude; Aptitude Tests; *Aptitude Treatment Interaction; *Difficulty Level; Enlisted Personnel; Evaluation Methods; Job Analysis; *Military Training; Occupational Tests; Postsecondary Education; Predictive Measurement; Screening Tests; Student Characteristics; *Task Analysis

Identifiers-Air Force

The optimal allocation of Air Force talent requires, among other considerations, the measurement of both enlistee aptitudes and job aptitude requirements. Although objective procedures are available to measure aptitudes accurately, the procedure presently employed for establishing relative aptitude requirements is both unsystematic and subject to influence by extraneous factors. The Air Force Human Resources Laboratory has developed a systematic procedure for inferring relative aptitude requirements. It is based on occupational information collected at the task level. The measure issuing from this procedure is referred to as learning difficulty and represents the time it takes to learn to perform an occupation satisfactorily. The steps in the development of this procedure are (1) collecting supervisors' ratings of task difficulty, (2) obtaining benchmark task difficulty ratings from independent experts, and (3) analyzing these ratings for reliability and validity. Using this procedure, measures of occupational learning difficulty have been produced for more than 200 enlisted occupations or Air Force specialties. Use of these more refined measures of task assignment via aptitude measures may result in a more efficient use of Air Force personnel and ultimately cut down on attrition caused by job boredom. (Author/KC)

Lee, Billy D.; And Others

Automotive Emission Control.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 79
Note-315p.; For a related document see ED 132 391.
Available from-Mid-America Vocational Curriculum Consortium. 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Air Pollution; *Auto Mechanics; Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; *Engines; Equipment; Hand Tools; *Learning Activities; Postsecondary Education; Secondary Education; Technical Occupations; Transparencies; *Units of Study; Vocational Education
Identifiers-*Automotive Fuel Systems; *Emission Control

This publication contains instructional materials for both teachers and students for a course in automotive emission control. Instructional materials in this publication are written in terms of student performance using measurable objectives. The course includes 16 units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. Units are liberally illustrated and are planned for more than one lesson or class period of instruction. Information for the teacher includes an instructional analysis of automotive emission control, and a list of tools and equipment needed. Topics covered in the 16 units are the following: introduction to automotive emission control; internal combustion engine pollutants; origin of internal combustion engine pollutants; heated air induction systems; evaporative emissions control system; engine modification; carburetor modifications; ignition timing system; spark advance controls; exhaust crossover system; exhaust gas recirculation system; positive crankcase ventilation system; air injection system; catalytic converter systems; electronic controls; and testing. (KC)

ED219669 CG016092

Greene, Jennifer C.
Toward a Linking of Motivational Theories.
Rhode Island Univ., Kingston.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Grant-NIE-G-80-0074
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). Best copy available.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; *Attribution Theory; Classroom Environment; Educational Research; Elementary Education; Elementary School Students; *Learning Experience; *Learning Motivation; Locus of Control; Models; Motivation Techniques; *Self Concept; *Student Characteristics; *Student Motivation
Identifiers-*Efficacy

Motivation is widely believed to be a critical component of the learning process in the elementary classroom, but educational research has failed to substantiate this belief. To investigate interrelationships among selected motivational variables, demographic, motivational and achievement characteristics of 400 elementary school students in Grades 4, 5, and 6 were measured. Results indicated that ability and effort were the dominant causal factors in classroom motivational processes, although incentive value was also important. Classroom motivational processes were rooted, in part, in the degree to which an individual's self-concept of ability was realistic. The findings suggest that motivation is a dynamic process in which perceived outcomes are evaluated and then incorporated into one's self-concept of ability. (JAC)

ED219716 CS006709

Lovelace, Terry

The Influence of Psychophysiological Variables on Aged Subjects' Functional Reading Achievement.

Pub Date [79]

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Ability; Functional Reading; Health; Measurement Techniques; *Nonverbal Ability; *Older Adults; Performance Factors; Predictor Variables; *Psychophysiology; *Reading Achievement; Reading Attitudes; Reading Interests; *Reading Research

A study investigated the effects of selected psychophysiological factors known to affect cognitive functioning on the reading achievement of older adults. The subjects, 34 noninstitutionalized adults ranging in age from 50 to 88 years, completed measures of (1) self-reported mental and physical health, (2) nonverbal intelligence, (3) reading interests and attitudes, (4) state and trait anxiety, and (4) functional reading ability. They also supplied biographical data. Results showed that for the subjects, self-assessed mental and physical health and nonverbal intelligence were significant contributors to functional reading achievement. Sex, age, socioeconomic status, reading attitude, and state and trait anxiety did not contribute significantly to the variance of the reading test scores. The results indicate that aging "per se" does not affect cognitive functioning as it relates to functional reading ability. (FL)

ED219779 CS207120

Witte, Stephen P.; And Others

A National Survey of College and University Writing Teachers. Technical Report No. 4.

Texas Univ., Austin.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date 31 Jan 82

Grant-G008005896

Note-83p.; Prepared through the Writing Program Assessment Project.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Higher Education; *National Surveys; Remedial Instruction; *Teacher Attitudes; *Teacher Background; Teacher Education; Teacher Response; Teaching Load; *Teaching Methods; Two Year Colleges; *Writing Evaluation; *Writing Instruction

This report presents the results of a national survey of a selected group of college and university teachers of writing considered to be the best by the directors of their writing programs. The first chapter explains how the sample of teachers was selected, examines the distribution of the sample across types and sizes of institutions, summarizes the teachers' workload with reference to teaching and other duties, reports on the respondents' preparation as composition teachers, and speculates on the relation of the sample to the national population of college and university writing teachers. The second chapter examines some of the conditions under which writing is taught in American colleges and universities and treats such matters as the types and curricular levels of the writing courses taught, the sizes of the writing classes, and the use of required syllabi. Chapter III examines curricular and instructional practices in college composition classrooms and reports on such things as the amount of actual writing done in different writing courses, how writing is used in those courses, and some specific curricular and instructional activities in different kinds of courses and different types of institutions. The fourth chapter looks at the way teachers evaluate students' performance, focusing primarily on the particular characteristics of students' texts that teachers say most influence their evaluation of them. The fifth chapter quotes teachers about the most successful aspects of their composition teaching, and the final chapter provides an overview of the results of the survey. Appended is a listing of participating institutions. (HOD)

ED219822 CS503913

Friedley, Sheryl A.

Assertiveness: To Be or Not To Be.

Pub Date May 82

Note-20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administration; *Assertiveness; Attitude Change; Behavior Patterns; Change Strategies; Communication Research; Communication Skills; *Females; *Interpersonal Communication; Males; *Organizational Communication; Self Esteem; Sex Differences; Sex Role; *Sex Stereotypes

Identifiers-*Communicator Style

Despite the increase in the number of women entering the work force, the organizational setting is not typically conducive to upward mobility for most women. According to a variety of research studies, the impact of sex role stereotyping clearly suggests a set of communication behaviors appropriate for male managers and a different set appropriate for female managers. Assertive communication is a style that permits honest expression of feelings and needs in a nonthreatening way, in contrast to passive or aggressive communication styles. While increased assertiveness leads to increased self-esteem in women, and most proponents of assertive behavior consider this style essential to upward mobility for women, some research suggests that assertive behavior may be received more positively when exhibited by males. When determining a communication style strategy, a woman might first consider the communication style of the supervisor and of the other men and women working in the organization. She might also consider the support system within the organization, because it is difficult to break norms in a work setting until approximately 30% of the work force has made the behavioral change. While assertive behavior may be a long range goal, it may be counter-productive at the outset of a job. (HTH)

ED219844 EA014704

Malakoff, Eve H., Ed.

Schools and the Law of the Handicapped. Revised Edition.

National School Boards Association, Washington, DC. Council of School Attorneys.

Pub Date 81

Note-152p.; Revised edition. For a related document, see ED 195 027.

Available from-Council of School Attorneys, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007 ($20.00).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Ancillary School Services; *Compliance (Legal); *Court Litigation; *Disabilities; Discipline; Due Process; Educational Malpractice; Elementary Secondary Education; Federal Courts; Federal Regulation; Handicap Identification; Individualized Education Programs; Intelligence Tests; Legal Responsibility; *School Law; School Responsibility; Student Evaluation; Student Placement; Student School Relationship; Test Bias

Identifiers-*Education for All Handicapped Children Act; *Rehabilitation Act 1973 (Section 504)

While the Education for All Handicapped Children Act of 1975 (Public Law 94-142) and Section 504 of the Rehabilitation Act of 1973 first established the basic framework for determining the rights of handicapped students, both the courts and Congress are continually interpreting and changing the standards. The eight papers included in this publication are presented to update school attorneys on changes in the law since the original edition of "Schools and the Law of the Handicapped" was first published in 1980, and to provide some new perspectives on various aspects of the laws and their regulations. The titles and authors of the papers are: "The Education of Handicapped Children: An Overview" by John W. Bowen; "Due Process Considerations under Section 504 and Public Law 94-142" by Michael J. Julka; "Public Law 94-142: Identification and Evaluation" by Carmela M. Bowns; "Public Law 94-142: What Constitutes a Related Service?" by Sharon Howard; "Tests and the Placement of Handicapped Students" by Thomas M. Griffin; "Educational Placement of the Handicapped: Selected Issues" by Michael I. Levin; "Disciplining the Handicapped Student" by Patricia W. Morrison; and "Liability for Wrongful Identification, Evaluation or Placement--Is There Malpractice?" by Edward W. Remsburg. Footnotes for each paper contain legal citations. (Author/MLF)

ED219864 EA014915

Kling, Rob

Value Conflicts in New Computing Developments: With Special Attention to Computers and Schooling.

Pub Date Jul 82

Note-28p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; Computer Science; *Computer Science Education; Educational Philosophy; Elementary Secondary Education; Futures (of Society); Relevance (Education); *Social Attitudes; Social Change; Social Theories; *Social Values; Value Judgment

Identifiers-*Electronic Funds Transfer

Common assumptions concerning the impact of computers on society fail to recognize the complexity of the social settings into which computer technology is introduced or the roles computer applications play in those settings. This paper identifies common ways of conceptualizing computing and points out their weaknesses. The author then discusses five models according to which the world can be viewed, each with its own assumptions about what social goods should be maximized. How these models alter perceptions of the benefits and problems associated with computer applications is illustrated through a discussion of the effects of electronic funds transfer systems on market arrangements, consumer protection, and the privacy of personal financial transactions as those concepts are understood from the five different perspectives. The author next considers the nature of computer literacy and relates it to educators' major models of schooling. The effect of these models on definitions of computer literacy and on the relative usefulness of computer assisted instruction under varying conditions is treated. The author suggests considering how computer instruction relates to a school's established educational value system, rather than concentrating simply on improving computer skills and appreciation, when designing computer education programs. (PGD)

ED219884 EA014951

Gitlin, Andrew

Reflection and Action in Teacher Education Programs.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Change; Educational Objectives; Educational Philosophy; Higher Education; Middle Schools; *Outcomes of Education; *School Role; Social Change; Social Discrimination; Teacher Certification; *Teacher Education; Values

Identifiers-*Action Reflection Relationship; Reflective Thinking; *School Effects; University of Utah

Teacher preparation programs that separate reflection from action encourage teachers to facilitate school norms and thus help schools function to reproduce social inequalities, while programs that link reflection and action encourage teachers to adopt a more critical role and thus help schools function to transform social inequalities. "Reflection" involves clarifying one's assumptions, assessing consequences, and judging results against moral or ethical criteria. "Action" includes accomplishment of both mental and physical tasks. Teacher preparation programs like competency-based teacher education or field-based training give teachers skills but ignore implicit values, thereby encouraging action but not reflection (that is, "activism"). However, programs without field experience encourage reflection but not action ("verbalism"). A middle-school teacher certification program at the University of Utah attempts to link reflection with action. Students each do an ethnography of a school and prepare papers on their educational philosophy and background. They then practice as teaching aids and write reflective papers on the experience. Their final course involves student teaching, but with seminars and supervision that link reflection and action. Results of the program indicate that students understand both the "hidden curriculum" of schools and, to varying degrees, the limitations on change in the classroom. (Author/RW)

ED219926 FL012979

Perkins, Kyle; Konneker, Beverly H.
Content and Methodology for ESL Composition Teachers.
Pub Date [82]
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Objectives; *English (Second Language); Higher Education; *Second Language Instruction; *Writing (Composition); *Writing Evaluation; *Writing Instruction

This paper attempts to provide an updated overview of the current theory and practice of English as a second language (ESL) composition. The following topics are addressed: (1) the goals of composition courses in the ESL curricula; (2) course content, derived in part from goals in the curricula; (3) a review of techniques and procedures for teaching ESL composition; and (4) evaluation of ESL compositions. The goals of the course are defined in relation to the proficiency level of the students and the elements of composition. The techniques reviewed include controlled composition on the elementary level; and dictation, fill in the blank, sentence combination and completion exercises, and paragraph correction exercises on the intermediate level. Instruction on the advanced level emphasizes university-level skills that involve explaining, analyzing, and writing from lectures or readings. With regard to evaluation of compositions, the discussion centers on the purpose of evaluation, and various types of evaluation and grading scales. Six appendices provide sample syllabi on freshman composition and on technical writing for foreign students, composition correction guides for intermediate and advanced levels, a sample composition evaluation form, and a sample grade sheet. (Author/AMH)

ED220020 HE015379

Ruddock, Maryann Steele

Assessing the Impact of Discontinuing a Program. AIR Forum 1982 Paper.

Pub Date May 82

Note-19p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty; *College Programs; Decision Making; Educational Finance; *Enrollment Trends; Higher Education; *Majors (Students); *Needs Assessment; *Program Costs; Program Evaluation; Resource Allocation; Student Needs; Teacher Salaries

Identifiers-*AIR Forum; *Program Discontinuance; Saint Edwards University TX

The impact of discontinuing an academic program at St. Edward's University, Texas, was assessed by measurement on three levels: first-level effects on students and faculty; second-level effects on auxiliary offices and related courses and majors; and third-level effects on productivity and a profile of majors. Majors with a higher than average cost per student credit hour were studied. Brief summaries of three majors (unidentified) chosen for review are presented. One major had only one faculty member and nine student majors, and the program had a relatively high cost per student credit hour. The second program accounted for 2 percent of the undergraduate population; the third accounted for 5 percent of the undergraduate population. In making the decisions, the educational needs of students, including the potential student pool, and the problem of faculty tenure were considered important. For example, many nonmajors are taking courses in the program; the university may want to retain some faculty members to teach courses in this area although retaining no formal major. If only majors take courses in the program, all courses in the major may be eliminated and all faculty members let go or given alternate teaching assignments. In addition, if the students in a certain program are all from out of state and that program is discontinued, recruitment may be channeled into other areas. The study methodology will enable the administration to identify the amount of money saved or reallocated by program discontinuance. Faculty salaries, room and board costs, and financial aid awarded are examples of resources that can be saved or reallocated. (SW)

ED219544 CE033212

Gold, Gerard G.; And Others

Industry-Education-Labor Collaboration. Policies and Practices in Perspective.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 82

Contract No-300-79-0691

Note-212p.; For related documents see ED 206 906-907.

Available from-Publications, The National Institute for Work and Learning, Center for Education and Work, Suite 501, 1302 18th St., N.W., Washington DC 20036 ($25.00).

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Career Development; Career Education; *Community Cooperation; *Cooperative Planning; *Cooperative Programs; Education Work Relationship; Elementary Secondary Education; Institutional Cooperation; Policy Formation; *Program Implementation; Public Policy; *School Business Relationship; School Community Relationship; Vocational Education

Identifiers-*Collaborative Councils

Industry, labor, and educational institutions are entering a new period of enthusiasm for mutual cooperation and alliances within communities. Local collaborative councils bringing together leaders from business, labor, government, and education are demonstrating anew the community-level leadership that is essential to create and establish a new national consensus about the purposes and functions of education institutions. But, according to this study, conducted through a review of literature and an examination of local collaborative councils, these are still pioneer activities without well established structures. Basic findings of the study are that (1) existing relationships between education institutions and the business sector are complex, while relationships with the labor sector are being built from a very limited base of prior contacts; (2) attention to the needs of collaboration with education is being given by business leaders especially as a focus on the elementary and secondary schools; (3) gradually, more interaction among education, business, and labor is leading to new patterns for education and training; and (4) career education and career development activities have been the focus taken by local collaborative councils. Recommendations are made for improvements in the collection and dissemination of information essential to the creation of effective programs of industry-education-labor collaboration nationwide; for improvements in the leadership of collaborative activities; and for federal and state government actions encouraging such collaboration. (KC)

ED219692 CG016116

Levine, Elinor R.

What Teachers Expect of Children from Single-Parent Families.

Spons Agency-Scientific Research Society of North America, New Haven, Conn.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; *Expectation; Family Structure; *One Parent Family; *Parent Attitudes; Parent Teacher Cooperation; *Social Bias; Student Adjustment; Student Evaluation; Student Needs; *Student Teacher Relationship; *Teacher Attitudes; Teachers

Educators are beginning to address the needs of children living in single-parent families and to recognize that the existing societal ideology of the family as a breadwinning husband and homemaking wife living with their children is problematic. However, single-parented children may suffer discrimination through school policies and teachers' attitudes. To determine teachers' psychosocial and academic expectations for children from one- and two-parent families, 100 teachers completed questionnaires. In addition, 102 parents were asked to respond to the same questionnaire in the way in which they believed a teacher would. Results indicated that the teachers had lower expectations for children from single-parent families. Parents perceived that teachers would have lower expectations for children from single-parent families. The findings suggest that teachers' negative expectations for single-parented children may have an impact on their students' performance. (Author/JAC)

ED219801 CS207159

Cook, Gillian E.
Teachers as Learners: Approaches to Professional Education.
Pub Date Apr 82
Note-21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (1st, Minneapolis, MN, April 15-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Learning; English Teacher Education; *Inservice Teacher Education; *Learning Theories; *Preservice Teacher Education; Professional Training; Staff Development; *Teacher Education Programs

Recent research in preservice and inservice teacher education has led to four generalizations concerning effective staff development: (1) teachers should be actively engaged in their own learning; (2) collaboration based upon mutual trust and respect between institutions of higher education, school districts, and the community is essential; (3) changes in attitudes, beliefs, and values are prerequisites for changes in curricula, teaching, and learning; and (4) change does not necessarily mean innovation. Interest in how adults learn has also grown in recent years, and theories related to age, cognition, concept development, personality, and attitude are being reexamined as they pertain to the professional development of teachers. Three types of staff development programs seem to rely on these theories. Teacher centered programs give teachers considerable freedom of choice and responsibility for their own growth within a given structure; teacher directed programs depend heavily on the expertise of practising teachers and allow teachers to play a major role in staff development; and cooperative programs balance the immediate concerns of teachers against the broad vision of institutions such as universities. The successes of these theories and programs raise still further questions that must be answered by reliable research. (JL)

ED219947 FL013132

Harvey, T. Edward

Reading in the Multi-Cultural Classroom: Literacy and Triliteracy.

Pub Date Nov 81

Note-22p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (14th, Denver, CO, November 23-26, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English (Second Language); *Foreign Students; Higher Education; *Individualized Instruction; *Instructional Innovation; Language Processing; *Listening Comprehension; *Reading Instruction; Second Language Learning

Standard assumptions and teaching strategies must be discarded when working with international students on the university level. The problems faced by international students are exacerbated by archaic curriculum designs for reading courses. Students have often been expected to negotiate literary masterworks after only three semesters in the language. They were expected to progress from a language novice used to intensive work and reading to a mature reader able to handle a vocabulary of 80,000 to 120,000 words. In order to curb attrition, a new curriculum was designed which attended to foreign student needs. Assessment was made of student cognitive styles and a personal system of instruction for listening and reading comprehension was designed. The latest strategies in second language reading were taught the foreign students in the course. No ability to read in the target language was presupposed. Rate-alteration technology was applied to the reading-listening curriculum in the textual phase of a modified directed reading approach. The result of this combination of methods was better reading fluency during a one-semester course. (Author/AMH)

ED219969 FL013167

Alatis, James E., Ed.

Current Issues in Bilingual Education. Georgetown University Round Table on Languages and Linguistics (Washington, D.C., 1980).

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.
Report No-ISBN-0-87840-115-6
Pub Date 80
Note-355p.
Available from-Georgetown University Press, Washington, DC 20057 ($9.95).

Document Not Available from EDRS.

Descriptors-Biculturalism; *Bilingual Education; *Bilingualism; Bilingual Students; *Classroom Communication; Cross Cultural Training; Ethnography; Interpreters; *Language Proficiency; Language Research; Learning Modalities; Minority Groups; Reading Skills; Second Language Learning; Teaching Methods; *Testing; *Translation

The proceedings of the Georgetown Round Table on Bilingual Education discuss the topic in seven sections: (1) aspects of bilingualism, (2) bilingual assessment, (3) research directions in bilingual education, (4) new developments, (5) bilingualism as a factor in interpretation and translation, (6) the current state level trend in the assessment of language minority students, and (7) cross-cultural communication. Within these sections, the following topics are addressed: ethnicity; language skills and student placement; ethnographic research; language proficiency; psychological, social, and linguistic analysis of the language minority child; community factors; special education; biliteracy in grade 1; the input hypothesis; the training of interpreters; trends in student assessment in Massachusetts, Texas, California, and Illinois; bilingualism in the People's Republic of China; learning styles and vocabulary instruction; classroom techniques and code-switching; positive effects of bilingualism on science problem solving abilities; second language learning as it affects Chinese children in American classrooms; and cross-cultural communication in the classroom. (AMH)

ED220037 HE015396

Bartels, Joern

Drop-Out at the Distance University in the Federal Republic of Germany. AIR Forum 1982 Paper.

Pub Date May 82

Note-15p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Aspiration; Academic Persistence; Age Differences; Dropout Attitudes; *Dropout Characteristics; Educational Background; Extension Education; *External Degree Programs; *Foreign Countries; Full Time Students; Higher Education; *Open Universities; Part Time Students; Sex Differences; *Student Attrition; Student Employment

Identifiers-*AIR Forum; Distance Education; *Distance University (West Germany)

Student attrition at the Distance University in the Federal Republic of Germany was studied. The Distance University, which was founded in December 1974, offers the following departments: mathematics and computer sciences, electrical engineering, economics and law, and education and the social sciences. The university is directed toward people with full-time jobs who cannot attend a conventional university. The analysis includes degree students who are studying full-time or part-time, and dropouts are considered to be students who have discontinued their studies at the Distance University, or who have changed their course of studies or the student category under which they registered. The dropout rate is highest among the students of mathematics, whereas it is lowest among the students of economics. During the first four semesters, student success is largely dependent on their educational background. Women students usually discontinue their studies more frequently than male students. In addition, the older the part-time students are, the lower the dropout rate. After 1 year, 47 percent of all beginning students discontinued their studies. Their vocational commitment often prevented students from completing their assignments: family, job, and study demands often were too much. The percentage of students complaining about missing social contact because of studying at a distance has been increasing, and students who did not begin with a view of gaining a degree were more likely to drop out. The dropout rate is highest among students possessing no formal entrance qualifications, women, and students under 25 years old. (SW)

ED220054 HE015413

Wheeless, Virginia Eman; And Others

An Analysis of the Contribution of Participative Decision-Making and Communication with Supervisor as Predictors of Job Satisfaction. AIR Forum 1982 Paper.

Pub Date May 82

Note-27p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Clerical Workers; *Employer Employee Relationship; Higher Education; Institutional Research; *Job Satisfaction; *Organizational Communication; *Participative Decision Making; *School Personnel;

School Secretaries; Staff Role; Supervisors; Supervisory Methods; Vocational Adjustment; *Work Environment

Identifiers-*AIR Forum

The relationships of perceived participation in decision-making, communication variables, and employment and employee job satisfaction were examined. A survey was conducted with 103 classified employees (clerks, secretaries, and the lowest level supervisors) in three administrative units at a comprehensive, eastern university. Employees were asked to supply the following demographic and employment information: office; years of service at the institution; age; and current yearly salary. The remainder of the questionnaire consisted of scales measuring: communication satisfaction with supervisor; supervisor receptivity to information; decision participation level; participation/desired participation discrepancy; and job satisfaction in relation to supervisor, coworkers, promotion, pay, and work. Scales included: the Interpersonal Communication Satisfaction Inventory (Hecht, 1978), items from PORGI Scales (Hurt and Teigen, 1977) and Management Communication Style Instrument (Richmond & McCroskey, 1979), and the Job Descriptive Index (Smith, et al., 1969). The results of canonical correlation and measurement precision equating analyses demonstrated that job satisfaction was most strongly and positively related to communication satisfaction with supervisor and supervisor's receptivity to information. Implications for personnel decisions and training, productivity, and the possible nonproductive value of initiating a participative program of decision-making for nonprofessional employees are discussed. A bibliography is appended. (SW)

ED219506 CE032589

Guilbert, J. J.

Educational Handbook for Health Personnel. Revised Edition. WHO, Offset Publication No. 35.

World Health Organization, Geneva (Switzerland).

Pub Date 81

Note-337p.

Available from-WHO Publications Centre, 49 Sheridan Ave., Albany, NY 12210.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Allied Health Occupations Education; Behavioral Objectives; Competence; *Curriculum Development; Educational Needs; Educational Objectives; Educational Planning; Evaluation Methods; Guidelines; Instructional Materials; Learning Activities; *Medical Education; Postsecondary Education; Professional Continuing Education; Program Development; *Program Evaluation; Rural Areas; Skill Development; Teacher Improvement; *Teaching Skills; *Test Construction; Vocational Education; Workshops

Designed to help educators of health and medical personnel to increase their own skills so as to make learning easier for their students, this handbook contains information and activities to help teachers define the professional tasks that will provide the basis for determining educational objectives, plan a curriculum, and construct tests and other measurement devices. In a discussion of educational objectives the following topics are covered: importance of defining professional tasks, selection of training goals, examples of services provided by rural health units, types of educational objectives, and identifying the components of a task. Described in a section on evaluation planning are the nature of evaluation, selecting an evaluation method, formative and certifying evaluation, aims of student evaluation, and organizing an evaluation system. Various aspects of program construction are covered, including curriculum planning principles, aims and methods of teaching, integrated teaching and learning, and use of specification tables. Addressed next are reasons and guidelines for implementing various test and measurement techniques. Suggestions are provided for organizing an educational workshop. A glossary, index, and bibliography conclude the handbook. (MN)

ED219583 CE033297

Typewriting 102, 202, 302.
Manitoba Dept. of Education, Winnipeg.
Report No-IBSN-0-86497-054-4
Pub Date 82
Note-238p.; For related documents see CE 033 293-299.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Behavioral Objectives; *Business Correspondence; *Business Education; *Business Skills; Guidelines; Instructional Materials; Learning Activities; *Office Occupations Education; Records (Forms); Secondary Education; Skill Development; *Typewriting; Vocational Education

This teaching guide consists of statements of goals and objectives, teachers' notes and suggested activities, and lists of suggested materials for use in teaching a series of three secondary-level typewriting courses. Designed primarily but not solely for vocational business education students, the courses emphasize the skills necessary for entry to office occupations. Following a brief overview of the goals and objectives, separate guides are provided for each course. Covered in the guides for each of the three levels are the following topics: keyboard mastery and skill development, speed development, composition, centering and tabulations, correspondence, manuscripts, and correlating course content with support materials. Appended are information on testing, grading, and evaluation; a bibliography; and overhead transparency masters. (MN)

ED219737 CS006770

Syropoulos, M.

Evaluation of the Non-Public Schools Learning Resource Center.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.
Pub Date Sep 81
Note-87p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; Learning Laboratories; Mathematics Instruction; *Private Schools; Program Content; *Program Evaluation; Reading Improvement; *Reading Programs; *Remedial Programs; *Remedial Reading
Identifiers-Elementary Secondary Education Act Title I

An evaluation of the Learning Resource Center, a Title I diagnostic/prescriptive learning program designed to provide help for students with extreme learning difficulties in 26 nonpublic schools, is discussed in this paper. The first part of the paper is a synopsis of the program evaluation, including a summary of findings and subsequent recommendations, while the major portion of the paper describes the project and evaluation in more detail. Following the synopsis, the first section discusses the rationale, functions, and responsibilities of the Learning Resource Center. The next section describes the evaluation design, which consisted of pretest and posttest administration of the California Achievement Test and Stanford Diagnostic Test; questionnaires administered to participating teachers, parents, and center staff; and a questionnaire to assess the inservice training of the Center teachers. The third section provides an evaluation and analysis of the data, which indicated from 5 to 14 months' gain for each grade level through grade eight, and a positive response from parents, school staff, and center teachers. The fourth section provides evaluation of seven learning objectives pursued by the center, as indicated by the results of the two achievement tests. Appendixes contain the questionnaires administered to teachers, staff, and parents. (HTH)

ED219905 EC143186

Comeau, Michelle; Goupil, Georgette

Mainstreaming the Visually Handicapped Children in Quebec.

Pub Date Apr 82

Note-9p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-77).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Mainstreaming; Peer Relationship; *Student Attitudes; *Teacher Attitudes; *Visual Impairments

Identifiers-*Quebec

The authors address the conditions of mainstreaming visually handicapped students in regular schools in Quebec. Types of schools for the visually impaired in Quebec are briefly described. Reported are findings from a study which evaluated different aspects of the mainstreaming of visually impaired students, including the perceptions of the students and their teachers, the academic performance of the visually handicapped students, and their socioeconomic status. Noted among results based on interviews with 33 students, are that most students want to go to regular school, but several of them would like to see their relationships with their classmates improve, and for all activities the handicapped children are significantly less chosen than their classmates with normal vision. (SW)

ED220005 HE015355

College and University Admissions and Enrollment, New York State, Fall 1980.
New York State Education Dept., Albany. Information Center on Education.
Pub Date 80
Note-36p.

Available from-University of the State of New York, The State Education Department, Albany, NY 12234.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Admission; College Freshmen; Comparative Analysis; Credit Courses; Doctoral Degrees; *Enrollment Trends; Full Time Students; Graduate Students; *Higher Education; Intellectual Disciplines; Majors (Students); Noncredit Courses; Part Time Students; Private Colleges; Professional Education; Proprietary Schools; State Colleges; Student Characteristics; Undergraduate Students
Identifiers-*New York

College and university admissions and enrollment data for New York State for fall 1980 are presented. Fifteen statistical tables pertain to degree-credit and noncredit enrollment; four tables summarize undergraduate and graduate admissions. Tables include the following: trends in degree-credit enrollment in public, independent, and proprietary institutions of higher education by type of institution, 1965-1980; degree-credit enrollment by level of study, type of institution, and student sex, fall 1980; percent distribution of degree-credit enrollment by level of study; first-time student degree-credit enrollment by type of institution; degree-credit and noncredit enrollment by level of program and institution; undergraduate degree-credit enrollment by institutional classification and year of study; organized occupational, degree-credit enrollment by major program area, year of study, attendance status, and student sex; undergraduate-upper division degree-credit enrollment by major subject area, year of study, attendance status, and student sex; first-professional degree-credit enrollment by subject area; enrollment in master's and in doctoral degree programs by major subject area, attendance status, and student sex; trends in degree-credit enrollment by major subject area and level of study, 1978-1980; degree-credit unclassified enrollment by institutional classification and level of study; graduate certificate enrollment by institutional classification; trends in undergraduate admissions by type of institution and admissions status, 1978-1980; and trends in first-professional and graduate admissions by type of institution and admissions status. (SW)

Perlmutter, Deborah E.

Career Training Choice: Project CATCH. A Follow-up Study of Students Denied Admission to Vocational High Schools.

New York City Board of Education, Brooklyn, NY. Office of Occupational and Career Education.

Spons Agency-New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date 82

Grant-VEA-78-3A-729; VEA-79-3A-901; VEA-C079-3A-1024

Note-107p.; For a related document see CE 032 819.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Dropout Rate; Educational Research; *Followup Studies; Graduate Surveys; School Holding Power; Secondary Education; Student Attitudes; *Student Behavior; *Student Evaluation; Surveys; *Vocational Education

Identifiers-Impact; *Project CATCH

Project CATCH assessed differences in high school performance and retention among students who applied to vocational high schools and were denied admission, those who applied and were accepted, and those who had not applied. Data were collected from 2,700 intermediate/junior high school students. Students completed a Survey of Choices--perceptions of the application process, attitudes toward starting high school, and area of occupational interest. School records were examined and yielded three matched groups of students--Targets (denied admission), Vocational Controls (admitted), and Academic Controls. High school records of retention, inter-school transfer, subject grades, attendance, and punctuality were compared. At the end of 3 years, students who had left school completed the Job Training Survey; retained students completed a Career Choice Survey. Major findings were that (1) the Survey of Choices showed significant differences; (2) Targets had a high, early dropout rate; (3) on measures of grade point average, pass/taken ratio, and attendance, the Vocational Controls were consistently highest, Targets second, and Academic Controls lowest; (4) Targets' and Academic Controls' occupational training in academic high schools were associated with better retention and higher grade point averages; and (5) at entrance into high school, 95% expressed interest in occupational training. (Instruments are appended.) (YLB)

ED219605 CE033330

Oversight on CETA Reauthorization. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress. First Session (Brattleboro, Vermont, November 2, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 82
Note-461p.; Not available in paper copy due to small, light type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education; *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; *Job Training; Postsecondary Education; Secondary Education; Vocational Education
Identifiers-*Comprehensive Employment and Training Act; Congress 97th; *Reauthorization Legislation

This is a report of a field hearing held in Brattleboro, Vermont, on November 2, 1981, to provide the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, with information regarding Comprehensive Employment and Training Act (CETA) reauthorization. The report includes testimony and prepared statements, letters, supplemental materials, etc., from over 60 individuals representing the National Alliance of Business; Governor's Special Grants Office, Rhode Island; Office of Policy and Management, Hartford, Connecticut; Northlands Job Corps, Vergennes, Vermont; Hartford CETA Administration; Southeastern Vermont Community Action; Massachusetts Division of Employment Security; New England Institute for Human Resource Planning; Massachusetts Balance of State CETA Prime Sponsor; Department of Development and Community Affairs, Vermont; Cumberland County (Maine) CETA; New England Farm Workers; State of Vermont Comprehensive Employment and Training Office; Connecticut AFL-CIO; Economic Development Council of Northern Vermont, Inc.; Committee for Economic Development, Washington, D.C.; Bunker Hill Community College, Massachusetts; Penobscot Consortium, Maine; and Vermont Department of Employment and Training. (YLB)

ED219626 CE033366

Van Ast, John

To Determine the Feasibility of a Vocational Curriculum Management System for the State of Iowa.

Iowa State Univ. of Science and Technology, Ames. Dept. of Industrial Education.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines. Area Schools and Career Education Branch.

Pub Date 81

Note-119p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Cost Estimates; *Curriculum Study Centers; Educational Needs; *Educational Resources; Information Dissemination; *Models; Needs Assessment; Postsecondary Education; *Program Development; Resource Materials; Resource Units; Secondary Education; State Programs; Statewide Planning; *Vocational Education

Identifiers-*Curriculum Management; *Iowa

Iowa State University conducted a study to determine the feasibility of a vocational curriculum management system for the state of Iowa. Interest in and potential use of a curriculum management system were determined by surveying a sample population of 450 vocational educators on both secondary and postsecondary levels. The educators indicated that they would use such a resource if it were made available and that units of instruction were their number one priority when choosing curriculum materials. Respondents reported that the key to such a center would be marketing--that educators must know what resources and services are available and how to use the center. Based on this expressed need, a proposed model was developed, using a conceptual framework of the five management functions (planning, organizing, implementing, controlling, and evaluating). Major components of the model include (1) identification of vocational curriculum needs; (2) determination of instructional materials priorities; (3) establishment of curriculum standards and policies; (4) state approval; (5) material review; (6) pilot or field testing; (7) duplication or acquisition of materials; (8) staff development for diffusion/dissemination; (9) local use by teachers and students; and (10) evaluation. Costs for establishing, maintaining, and providing services of a curriculum management system were determined, and recommendations for establishing the center were made. (KC)

ED219646 CE033503

Eckes, William; Fulkerson, Dan

Air Conditioning and Refrigeration Book IV.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 81
Note-285p.; For related documents see ED 146 390-391 and ED 195 791.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; Hand Tools; *Heating; *Learning Activities; *Occupational Information; Postsecondary Education; *Refrigeration; Technical Occupations; Transparencies; *Units of Study; Vocational Education

This publication is the concluding text in a four-part curriculum for air conditioning and refrigeration. Materials in Book 4 are designed to complement theoretical and functional elements in Books 1-3. Instructional materials in this publication are written in terms of student performance using measurable objectives. The course includes six units. Each unit contains some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. Units are liberally illustrated and are planned for more than one lesson or class period of instruction. Information for the teacher includes an instructional/occupational analysis of air conditioning and refrigeration, a list of tools and equipment needed, and a list of references. Topics covered by the six units are the following: gas furnaces, electrical heating systems, residential cooling systems, heat pump systems, balance points, and hydronics. (KC)

ED219717 CS006716

Barnes, Nancy Marie Van Stavern; Barnes, James Albert, Jr.

Vocabulary Studies: Summarized, Reviewed, Critiqued, and Offered in an Historical Perspective.

Pub Date [75]

Note-101p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Child Language; Literature Reviews; Oral Language; Primary Education; *Reading Research; *Structural Analysis (Linguistics); Textbook Content; *Vocabulary; *Vocabulary Development; *Word Frequency; *Word Lists

To offer a historical perspective on vocabulary studies, this paper presents summaries, reviews, and critiques of vocabulary studies in chronological order of publication. The only variance from this format are published rebuttals and/or critiques, which are presented immediately following the original studies. The paper is divided into two parts. Part one presents the "Early Studies: Pre-1950" and contains the studies that were published before 1950. Part two presents "More Recent Studies: Post-1950" and contains the studies published since 1950. No attempt is made to classify the studies except in historical sequence. Basically the studies are concerned with the reading, writing, and spoken vocabulary of young children, in grades one, two, and three. Also, "original" and primary sources are used, not secondary. The paper concludes with a summation of the studies, noting that while the earlier studies were mainly concerned with an analysis of vocabulary through frequency word counts and comparison of previously published lists, the last three decades from the 1950s to the present give evidence of a shift in emphasis to a linguistic analysis of the language. An extensive bibliography is included. (HOD)

ED219758 CS207049

Johnson, J. David

A Test of a Model of Media Exposure and Appraisal on Two Magazines in Nigeria.

Pub Date May 82

Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Foreign Countries; *Foreign Culture; Mass Media; Media Research; *Periodicals; *Reading Habits; Reading Interests; *Reading Material Selection

Identifiers-*Media Appraisal; *Media Exposure; Nigeria

A study was conducted to test the validity of a media exposure model that posits that editorial tone, communication potential, and utility determine the linkage between an individual's medium assessments and choices. A personal interview readership survey of Nigerian elites who read two high quality magazines distributed by the United States International Communication Agency provided the data. "Topic," a general interest magazine circulated throughout Africa, was read by 242 of the primarily older, educated, male elites, while "Interlink," a magazine that focuses on United States-Nigerian relations and circulates only in Nigeria, was read by 237 similar subjects. Computer analysis of the data indicated that the model provided an acceptable fit for the data of both magazines; however, effects for the three dimensions were sometimes negative, although only positive effects had been predicted. The fact that "Topic" faces direct competition from other magazines may explain some of these anomalies. Results imply that future research needs to differentiate explicitly even somewhat similar magazines, and should also take into account the importance of situational factors in constraining readers' predispositions. Still, the model does provide a general framework for the analysis of magazine exposure and appraisal. (JL)

ED219823 CS503914

Alesse, Bruce G.; And Others

Information Discrepancy as a Predictor of Organizational Satisfaction. Draft.

Pub Date May 82

Note-24p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Employer Employee Relationship; Information Needs; Information Seeking; *Information Sources; *Information Theory; *Job Satisfaction; Organizational Climate; *Organizational Communication; *Predictor Variables

Identifiers-*Information Discrepancy

A secondary analysis of data gathered by the International Communication Association (ICA) Communication Audit was used to test the hypothesis that the smaller the discrepancy between attitudes about current levels of information and the perceived ideal level of that information, the greater the organizational satisfaction. From 991 respondents surveyed during the 1977 audit of Wichita State University, data on information received and desired included the following categories among others: the boss, department meetings, coworkers in the unit, and the grapevine. Satisfaction data included, among others, relationships with other people in the unit, relationship with the boss, pay, and progress in the organization. The results suggested that the larger the discrepancy between information wanted and received, the less total organizational satisfaction perceived by the individual. Satisfaction also appears inversely related to the distance from the information source, a fact top management should take into consideration. The increased satisfaction provided by grapevine communication points up the unique nature of informal communication. Different techniques of measurement and a larger sample population may produce better results in the future. (JL)

ED219885 EA014952

Kahn, Gerald

School Enrollment of 3- and 4-Year-Olds, by Race/Ethnic Category.

National Center for Education Statistics (ED), Washington, DC.
Report No-NCES-82-112
Pub Date Oct 80
Note-29p.; For a related document, see ED 214 682.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00138-1; $3.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Students; *Enrollment Rate; Ethnic Groups; Family Characteristics; Family Income; Geographic Regions; Heads of Households; *Hispanic Americans; Individual Characteristics; Minority Group Children; Mothers; National Surveys; *Preschool Children; Preschool Education; Private Schools; Public Schools; *Socioeconomic Status; Tables (Data); *White Students

Based on data collected by the U.S. Bureau of the Census in its October 1980 Current Population Survey, this report examines school enrollment rates of 3- and 4-year-olds from three major ethnic groups (black, white, and Spanish origin) and relates this information to characteristics of the children's schools and households. Variables covered in the document's 10 tables include race or ethnic group, age, geographic region, metropolitan or nonmetropolitan location, family income, educational attainment of the household head and the mother, sex and occupation of the household head, mother's marital and labor force status, number of other children under 14 in the household, the school's educational level and public or private status, and the child's full- or part-time enrollment. Also noted is the impact of the federal Head Start program. Among the findings of the survey are that overall preprimary enrollment rates were roughly the same for whites and blacks but were lower for children of Spanish origin, and that blacks were far more likely than whites to be enrolled in full-day programs and in public schools. Two appendices present definitions of variables and discuss data sources and reliability. (RW)

ED219989 HE015220

Ebben, Linda J., Comp.

American Council on Education Archives, Guide, 1918-1977.

American Council on Education, Washington, D.C.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 82

Note-179p.

Available from-American Council on Education Library, One Dupont Circle, Washington, DC 20036 ($20.00).

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Agency Role; *Archives; *Chronicles; *Educational History; Educational Objectives; Higher Education; Information Sources; Primary Sources; *Professional Associations; *Program Descriptions; Resource Materials

Identifiers-*American Council on Education

Archives for the American Council on Education (ACE) since its inception in 1918 until 1977 are presented. The permanent, noncurrent records document the various goals, programs, and accomplishments of the Council. This descriptive inventory provides the ACE membership and staff and interested researchers a means to examine historical information of one of the pre-eminent institutions in higher education. Because of the ACE's central role in directing American higher education over the last 60 years, a brief historical sketch of significant events documented in the archives is presented. The archives are arranged as they were created and maintained by the various parts of the Council. Because of a small staff during its early existence, only one central organizational file was created and maintained. This alphabetically arranged file was under the direct control of the chief executive officer of the Council. Because the Council operated on a fiscal year of July 1 to June 30, the files were cut at that time period. In order to assist the researcher, subject folder titles have been added and these are listed in the guide under the appropriate entry and box number. It was not until 1951 that the Council adopted a calendar year basis for its filing system. The records of the various presidents, with one exception, are divided into two series, general records and records of ACE commissions and committees. In order to assist the user, descriptive paragraphs have been added where organizations are concerned. Because much of the activities of the Council took place through commissions and committees, over half of the total volume of the archives is within this type of record. (SW)

ED219526 CE033106

Gott, Richard E.; Claycomb, Donald M.

Perceptions of the Value of Adult/Young Farmer Educational Competencies Needed by Vocational Agriculture Teachers.

Pub Date [Dec 81]

Note-17p.; Paper presented at the American Vocational Association Annual Meeting (Atlanta, GA, December 4-8, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes; *Adult Farmer Education; *Agricultural Education; *Competence; Competency Based Teacher Education; Educational Needs; Job Skills; Questionnaires; Secondary Education; State Surveys; Teacher Attitudes; *Teacher Qualifications; *Vocational Education Teachers; *Young Farmer Education

Identifiers-*Missouri

A study examined the perceptions of local school administrators pertaining to educational competencies needed by vocational agriculture instructors in the area of adult/young farmer education. An opinionaire consisting of 209 competency statements was administered to the following sample population: 20 percent of the superintendents and principals administering vocational agriculture in Missouri; 20 percent of all Missouri vocational agriculture instructors; and all Missouri area vocational-technical school directors, teacher educators, and state supervisors. The response rate for the sample was 89 percent. Included among the areas covered in the questionnaire were the following: program planning, development, and education; instructional planning, execution, evaluation, and management; guidance, school community relationship; professional role and development; adult/young farmer education; agricultural mechanics; and teaching agricultural management. After analyzing all data collected, researchers concluded that teachers, principals, and superintendents placed less emphasis on adult/young farmer education than did teacher educators and state supervisors. They also noted a lack of support for adult/young farmer education in the leadership of local secondary school systems. Finally, the opinions of teachers tended to represent the views of local school administrators rather than those of state supervisors and teacher educators. (MN)

ED219584 CE033298

Shorthand & Transcription 202, 302.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-052-8
Pub Date 82
Note-87p.; For related documents see CE 033 293-299.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Objectives; *Business Education; *Business Skills; Guidelines; Instructional Materials; Learning Activities; *Notetaking; *Office Occupations Education; Secondary Education; *Shorthand; Skill Development; Vocational Education
Identifiers-*Dictation; *Transcription

This teaching guide consists of statements of goals and objectives, teachers' notes and suggested activities, and lists of suggested materials to use in teaching two consecutive secondary-level shorthand and transcription courses. Covered first are the rationale behind each course, evaluation procedures to be used in the course, course time allotments, and course goals and objectives. Both courses include materials on the following topics: principles for shorthand systems; theory of shorthand (reading and writing shorthand); dictation (from practiced and unpracticed materials); transcription (procedures and development); notemaking techniques; and correlation of course content with support materials. A brief bibliography concludes the guide. (MN)

ED219670 CG016093

Pramuk, Gladys; Danner, Fred

Developmental Patterns of Self-Disclosure.

Pub Date Mar 82

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Differences; *Behavior Patterns; Child Development; *Childhood Attitudes; *Egocentrism; Elementary Secondary Education; Parent Child Relationship; Peer Relationship; *Preadolescents; *Sex Differences; Social Cognition

Identifiers-*Self Disclosure

The literature suggests that children steadily move away from egocentric thought and acquire more effective interpersonal skills as they age, but at puberty a new egocentrism makes self-disclosure difficult. To develop an adequate behavioral measure of self-disclosure, 16 situations were described to children aged 8, 11, and 14 years old, who then were asked to whom a friend would talk about these situations. Results showed, contrary to expectations, that amount of self-disclosure increased with age across all situations. The youngest two groups chose their mothers; the oldest group most often chose a friend as target for self-disclosure. Females chose to self-disclose more than males. The results emphasize the adolescent's need for trustworthy, empathic listeners. (Author/JAC)

ED219693 CG016117

Shoff, Susan Patigalia

A Differential Use of Resources in Prevention and Crisis Intervention.

Pub Date Feb 82
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Antisocial Behavior; *Counseling Services; Counselors; *Counselor Training; *Crisis Intervention; *Delivery Systems; Higher Education; *Prevention; Program Descriptions; Program Effectiveness; Resident Assistants; Security Personnel; *Student Personnel Services; Student Personnel Workers

This article describes the staffing, operation and evolution of a crisis intervention network at a medium-sized university in the San Francisco Bay Area. The training and duties of resident assistants, hall directors, campus police, crisis intervention resource personnel, and hospital psychiatrist are described. Specific topics addressed include differential responses to crisis-based or client demographic variables and maintenance of the crisis intervention and prevention network. Conflict areas and organizational problems such as maintaining confidentiality, defining areas of responsibility, and obtaining funding are described. Training aimed at prevention as well as intervention is emphasized throughout the materials. (Author/[illegible])

ED219780 CS207121

Walsh, Anna C.; Adams, Caryl L.

A Critical Analysis of Selected Native American Literature for Juvenile Readers.

Pub Date [79]

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescent Literature; *American Indian Literature; *American Indians; Characterization; Content Analysis; *Evaluation Criteria; Literary Criticism; *Reading Material Selection; Secondary Education

Intended to help teachers who want to offer their students the best native American literature, this paper analyzes a selection of books written by and about native Americans, in particular the Navajo Indians. The criteria used to select materials for the paper include historical accuracy, cultural accuracy, idealism versus realism, and reader interest. The books are arranged into the following categories: (1) autobiography; (2) oral history and autobiography; (3) literature written by anthropologists; (4) books written by educators, Bureau of Indian Affairs officials, and trading post workers; and (5) books by other authors. (FL)

ED219802 CS207160

Blackburn, William

The Quest for Values in Contemporary Adolescent Fiction.

Pub Date Aug 82

Note-14p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (15th, Saskatoon, Canada, August 15-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescent Literature; Literary Criticism; *Literature Appreciation; Novels; *Reading Materials; Secondary Education; *Values Education

Identifiers-*Barrie (J M); *Peck (Richard)

A comparison of a highly acclaimed, recent realistic adolescent novel, Richard Peck's "Are You in the House Alone?" with J. M. Barrie's "Peter Pan" yields some surprises. For all its realism of subject matter (including rapes, birth control, and corrupt adults) and its skillful exposition of the traumas of growing up, too often Peck's novel sacrifices moral depth and honesty to simple, cynical reader expectations. The obviously unrealistic and romantic "Peter Pan," however, deals with the same tensions of maturity in more subtle and complex ways. In spite of its strong elements of romantic nostalgia, a careful reading of the book reveals that Barrie does level some profound criticisms at Peter's rejection of the adult world. While Peck's novel is more inclined to recrimination than reconciliation, Barrie manages to balance the real losses of childhood's end against the deep consolations of adulthood. Ultimately Barrie's book grapples more honestly with the moral complexities of life than does Peck's and many other modern "realistic" adolescent novels. Teachers shouldn't let trendy sensationalism distract them from teaching abiding issues. (JL)

ED219865 EA014916

Olds, Henry F., Jr.

The Microcomputer--An Environment That Teaches: Exploring the Hidden Curriculum.

Pub Date Jul 82

Note-13p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; Computer Programs; *Course Content; *Educational Change; *Educational Environment; Educational Media; Elementary Secondary Education; Incidental Learning; Learning Experience; *Microcomputers; Simulation

Identifiers-Hidden Curriculum

Microcomputers have the potential to alter the entire learning environment and change the nature of education, but the use of computer-assisted instruction (CAI) methods developed when computers were less readily available can endanger or retard the change. Designed to increase the efficiency of the teaching of course content, CAI makes no attempt to affect the traditional nature of the learning environment. Below the surface, CAI teaches that learning is controlled from outside the learner, is an isolated activity calling for the suspension of normal interpersonal dialog, involves figuring out what responses are required rather than how to think, and is a linear process devoid of creative insights. Such qualities can discourage learning and lead to student attempts to "outwit" the computer. In contrast, simulations can require the computer to provide data that students can call on in group problem-solving, creating a very different learning environment that involves human interaction and cooperation and permits variation and individuality. Computers can also be used as highly sophisticated calculators permitting students to practice dimensional analysis. Such uses teach that computers can be helpful tools but, like other tools, are limited by the vision and wisdom of those using them. (Author/PGD)

ED219927 FL013032

Gerlach, U. Henry, Ed.

Foreign Languages and the Public.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-108p.; Special Issue. For individual papers, see FL 013 033-039.

Available from-Language Learning Laboratory, University of Illinois, G-70 Foreign Language Building, 707 S. Mathews, Urbana, IL 61801.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Communication (Thought Transfer); *Cross Cultural Training; Dramatics; French; German; Intensive Language Courses; *Interdisciplinary Approach; Language Attitudes; Languages for Special Purposes; Middle Class; *Public Relations; *Second Language Instruction; *Second Language Programs; Spanish; Teaching Methods

Identifiers-Illinois; Presidents Comm Foreign Lang International Studies

The papers in this issue of "Studies in Language Learning" deal with various aspects of the recommendations of the "Report of the President's Commission on Foreign Languages and International Studies." They discuss how these recommendations could be made specific in schools, colleges, and among the citizenry. The following papers from the issue are presented: (1) "State Planning for Foreign Language and International Studies: The Illinois Model," by P. T. Griffith; (2) "Methodology for Teaching Intercultural Communication: Social Studies and Languages," by M. Lewinski; (3) "FLIP: French Language Intensive Program," by R. E. Degenhart and C. Bond; (4) "The Play's the Thing: The Use of Theatre in Language Learning," by H. Lederer; (5) "U.S. Suburban Middle Class Attitudes toward Foreign Language Learning," by J. Zamir; (6) "Languages, the Public, and the Media," by C. J. James; and (7) "Foreign Languages in the Market Place: Business German," by V. M. Coombs. (AMH)

ED219948 FL013134

Ornstein-Galicia, Jacob L.; Penfield, Joyce

A Problem-Solving Model for Integrating Science and Language in Bilingual/Bicultural Education. Bilingual Education Paper Series, Vol. 5, No. 1.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
Pub Date Aug 81
Note-32p.
Available from-Evaluation, Dissemination and Assessment Center, California State University, 5151 State University Drive, Los Angeles, CA 90032 ($2.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biculturalism; *Bilingual Education; Bilingualism; Elementary Education; English (Second Language); Experiential Learning; *Immersion Programs; Material Development; *Mexican American Education; Models; *Science Activities; *Second Language Instruction; *Spanish; Teacher Developed Materials; Teaching Methods
Identifiers-*United States (Southwest)

An integrated bilingual science instruction model is described. Intended primarily for Spanish-speaking children in the Southwest, it specifies how the dominant language skills and the second language might be synchronized and be mutually supportive with science learning in a way relevant to the Latino culture. For purposes of discussion and clarification, the integrative model is contrasted with three hypothetical models: the transfer, the balanced bilingual, and the ESL models. It is argued that a problem-solving approach to science instruction with the proper hands-on activities could improve the bilingual/bicultural program by: (1) focusing more on cognitive operations of science; (2) involving the children in actual problem-solving thought processes; and (3) improving skills in both languages. More specifically, the model spells out how skills in both languages can be used in a basically immersion approach, that is, an approach which uses science-oriented materials to teach the second language. Further, the model is directed toward teaching both English and Spanish as second languages through science instruction. Because there is a lack of bilingual science materials appropriate for Southwest Spanish speakers, it is suggested that teachers develop materials from hands-on materials written in English for teacher use. Suggestions are made for this procedure as well as for creation of materials by the teacher. (Author/AMH)

ED220021 HE015380

Duckwall, Julia M.; Johnson, F. Craig

The Language of Qualitative Issues. AIR Forum 1982 Paper.

Pub Date May 82

Note-26p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Planning; *Comparative Analysis; Decision Making; Educational Finance; Higher Education; *Information Dissemination; *Institutional Research; Mathematical Formulas; *Models; Research Design; Research Methodology; Research Problems; *Research Utilization; Statistical Analysis; Theories; Time

Identifiers-*AIR Forum; *Catastrophe Theory; Qualitative Analysis

The communication of research findings among collegiate institutional researchers is considered in relation to the contribution of qualitative language in general, and catastrophe theory in particular. The qualitative language of catastrophe theory may help reduce the arbitrariness of description, through identification of qualitative features that can be simplified in a formal way, and through development of models that can be exchanged and that can lead to further enquiry. Three applications of this language are considered. The first illustrates how the notion of economy of scale can be used to communicate topological, geometric, and algebraic conclusions from the same data. The second begins with the problem of searching for qualitative features in a large amount of data and presents an orderly process for doing this, and the third focuses on the problem of timing in conducting research or in taking action. The applications are arranged in ascending order of dimensionality to show how more complex problems lend themselves equally well to a qualitative mathematical approach. Data from two studies of economy of scale in the nine state universities of Florida are examined, and the qualitative feature of hysteresis is used to explain a critical feature of learning and to suggest other qualitative features of bimodality, inaccessibility, sudden jumps, and divergence. A model relating funding and public confidence in higher education is also presented. The analyses may have value for institutional researchers who need a theoretical model and a qualitative language to exchange qualitative results in order to address more competently larger social and political issues. (SW)

ED219845 EA014710

Moore, Edward H.; Banach, William J., Ed.
PR: Essentially Essential...the MISD Communication Team Training Handbook.
Macomb County Intermediate School District, Mount Clemens, Mich.
Pub Date 80
Note-185p.; Reproduced from, "Public Relations: Strategies for Success."
Available from-Director of Communication Services, Macomb Intermediate School District, 44001 Garfield Road, Mt. Clemens, MI 48044 ($10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role; Board of Education Policy; Elementary Secondary Education; Information Dissemination; Interprofessional Relationship; Mass Media; *Organizational Communication; Parent School Relationship; *Publicity; Public Opinion; *Public Relations; *School Community Relationship; School Publications; *Skill Development; Surveys; Verbal Communication
Identifiers-Crisis Management

The suggestions, discussions, examples, and tips presented in this handbook are intended to help educators improve their public relations (PR) and communications skills. The first of the book's six chapters introduces the need for a written communications policy, good PR, regular communications, and feedback from audiences. The chapter's appendices provide examples of PR policy statements and a form for organizing meeting results. Chapter 2 discusses finding the right audience, inside or outside the school system, and targeting appropriate information to them. Public opinion polling is covered in chapter 3, which explains how to do surveys and offers examples of sampling strategies and questionnaires. Chapter 4 covers working with the mass media and outlines a six-step process for getting out news releases. Publications planning, formats, copy preparation, type faces and sizes, and artwork are examined in chapter 5, while the last chapter gives suggestions for handling PR in crisis situations. Attached to the handbook are 40 "tip sheets" from the National School Public Relations Association presenting PR ideas and projects involving newsletters, teacher PR skills, student handbooks, telephone surveys, annual reports, and many other topics. (RW)

ED219906 EC143187

DeRosa, Steve

The Parent Needs Inventory.

Pub Date Apr 82

Note-8p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-87).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Early Childhood Education; *Needs Assessment; *Parent Attitudes; *Test Construction

Identifiers-*Parent Needs Inventory

The "Parent Needs Inventory" (PNI) is designed to identify needs and concerns of parents of very young handicapped children and to provide an objective measure of program effectiveness. Using the Q-sort process, the PNI compares the parent's "real" and "ideal" perceptions of themselves in three areas--the grieving process, knowledge of child development, and knowledge of community resources. Results from a pilot study, involving test review by professionals and parents, indicate the instrument is a useful and attractive aid to professionals working with parents of handicapped children. (SW)

ED219970 FL013168

Tannen, Deborah, Ed.

Analyzing Discourse: Text and Talk. Georgetown University Round Table on Languages and Linguistics (Washington, D.C., 1981).

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.
Report No-ISBN-0-87840-116-4
Pub Date 81
Note-382p.
Available from-Georgetown University Press, Washington, D.C. 20057 ($10.95).

Document Not Available from EDRS.

Descriptors-Communicative Competence (Languages); Descriptive Linguistics; *Discourse Analysis; Folk Culture; Interaction Process Analysis; *Literary Criticism; Literary Devices; Mythology; *Narration; Paralinguistics; Pragmatics; Rhetoric; Semantics; Sociolinguistics; *Speech Communication; Syntax; Writing (Composition)
Identifiers-Speech Acts; *Text Structure

The Georgetown Round Table on discourse analysis dealt with the following aspects of the topic: Emerson's essay on language; oral remembering and narrative structures; persuasive discourse; social construction of topical cohesion; discourse as an interactional achievement; the place of intonation; topic as the unit of analysis in a criminal law case; building stories; literary style discrimination in young children; topics within topics; episodes as units of discourse analysis; discourse theory and sentence grammar; strategies for understanding public documents; speech actions in personal narrative; ideal readers and real readers; written and oral literature; meaning,

rhetorical structure, and discourse organization in myth; the interplay of structure and function in Kuna narrative; the linguistic bases of communicative competence; the rhythmic integration of ordinary talk; "hard talk" as a functional basis for Kaluli discourse; and an analysis of medicine show and sideshow pitches. (AMH)

ED220038 HE015397

Donsky, Aaron P.; Judge, Albert J., Jr.

Predictors of Attrition among Graduates of an Associate Degree Nursing Program. AIR Forum 1982 Paper.

Pub Date May 82

Note-19p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Associate Degrees; Career Change; Community Colleges; Graduate Surveys; Higher Education; Institutional Research; *Job Satisfaction; *Nurses; Nursing Education; *Occupational Mobility; *Persistence; Predictor Variables; Role Perception; *Vocational Adjustment; Vocational Followup

Identifiers-*AIR Forum; Lakeland Community College OH; Nursing Students

Predictors of attrition from the nursing profession among graduates of an associate degree nursing program at Lakeland Community College, Ohio, were investigated during 1970-1979, based on an earlier study that identified predictors of attrition from the degree program. Two groups were evaluated: 91 nursing graduates for whom both file record and questionnaire data were available; and 228 graduates for whom only questionnaire data were available. Based on student interviews and a literature review, a 32-item questionnaire was constructed and pretested, and a version for graduates of the nursing program was developed. Based on analysis of file records, it was found that students who persisted and graduated had higher composite scores on the National League for Nursing examination, higher high school grade point averages, were more likely not to have come to the nursing program directly from high school, and were older than nonpersisters. In contrast, when looking at graduates for whom there were both a questionnaire and a file record, nursing graduates who stay in the profession could be distinguished from those who leave only on the basis of age. Graduates who entered the nursing program at an older age were more likely to stay in the profession after graduating. In addition, those individuals who perceived themselves as having a high degree of initiative tended to complete the nursing program and stay in the profession. No other major predictors of attrition from the college's nursing program appeared to be good predictors of attrition from the nursing profession. It is suggested that nurses with less realistic visions of their health care role do not remain in the profession. (SW)

ED220055 HE015414

Lay, Robert; And Others

Assessing Market Potential in the Inquiry Pool. AIR Forum 1982 Paper.

Pub Date May 82
Note-40p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy; Admission Criteria; College Admission; *College Applicants; College Bound Students; *College Choice; Decision Making; Eligibility; *Enrollment Influences; Higher Education; Institutional Research; *Marketing; Outreach Programs; Reputation; Student Recruitment
Identifiers-*AIR Forum; *Boston College MA

The inquiry pool represented by prospective college applicants who seek information from the institution and a marketing response that has been implemented at Boston College are considered. It is suggested that researchers may trace specific individuals from the inquiry stage through application to the final college choice. To benefit from an assessment of market potential in the inquiry pool, (1) the admissions office must have an information system that allows inquiries to be tracked from first contact to application; (2) the college must have a strong and consistent commitment to marketing and marketing research; and (3) a program must be established that integrates research procedures within a differentiated marketing strategy. Three marketing strategies from which the admissions office may choose to communicate with prospective applicants are considered: uniform, differentiated, and outreach. A full research program should address the following points: define the qualified inquiry; estimate the number of qualified inquiries among nonapplicants; calculate the degree of similarity between qualified nonapplicants and applicants; measure differences in the image of the college held by student subgroups; analyze why some qualified inquirers apply and others do not; identify major competitors for qualified prospective applicants; estimate the likelihood that qualified nonapplicants would matriculate if encouraged to apply; and evaluate the effectiveness of policy changes. The Automatic Interaction Detector (Sonquist, 1974) was employed to segment the pool of qualified Boston College inquiries according to prospective applicants' probability of applying. Two preliminary segmentation analyses were performed on the inquiry sample. (SW)

ED219507 CE032593

Directory of Continuing Education Projects, 1980-81.

British Columbia Dept. of Education, Victoria. Div. of Continuing Education.

Pub Date Mar 82

Note-129p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Basic Education; Adult Literacy; Community Action; *Community Education; Community Problems; *Continuing Education; Daily Living Skills; Disabilities; English (Second Language); Family Life Education; Improvement Programs; Literacy Education; Older Adults; *Program Descriptions; Special Education; Volunteer Training; Womens Education

Identifiers-*British Columbia

This directory provides summaries of 65 1980-81 continuing education projects in British Columbia. Projects are categorized into the two broad sections of Adult Basic Education and Community Education which are subdivided by major subject area. Section A, Adult Basic Education, has these three subject areas: Literacy/Up-Grading/Life Skills, English as a Second Language, and Adult Special Education. Section B, Community Education, is divided into six subject areas: Family Life Education and Support Services, Volunteer Leadership Training, Women's Programs, Community Affairs, Retired Citizens, and Other Programs. Information on projects, listed alphabetically by title within each major subject area, includes project title, date, sponsor(s), project coordinator, information source, purpose/problem, objectives, and results. A cross-referenced subject index is provided. (YLB)

ED219545 CE033230

Fox, Shirley Robock; And Others

Greater Resources and Opportunities for Working Women. Project Opportunity.

Coalition of Labor Union Women, Detroit, Mich.; National Inst. for Work and Learning, Washington, D.C.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date 80

Note-121p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adults; Career Counseling; *Career Development; Career Education; *Career Guidance; *Continuing Education; Educational Needs; Educational Resources; *Employed Women; Guidelines; Needs Assessment;

*Program Development; Program Implementation; *Resource Centers; Resource Materials; Unions

Identifiers-Project Opportunity

Based on Project Opportunity (a cooperative project to provide union affiliated women with opportunities for career exploration, job counseling, and continuing education), this handbook is a guide to encourage the establishment of on-going programs whose basic purpose is to expand the educational and career development opportunities for working women. It is intended for use by a wide variety of organizations whose members may or may not belong to unions. The handbook contains five chapters. Chapter 1 introduces the book and provides an overview of Project Opportunity, while chapter 2 explains how to conduct a needs assessment to determine local needs for such a program. Chapter 3 then addresses the development of a program designed to meet the needs identified through the assessment process; establishing a resource center is the focal point of the program. In chapter 4, techniques which local administrators can use are presented, while the final chapter suggests ways to get organizations to undertake and support an opportunities program, including outreach, orientation, and organization. The appendix contains an annotated bibliography, two case studies from the project, summaries of the training sessions, resource agencies, and a listing of people who participated in the experiment. (KC)

ED219606 CE033335

NACVE 1981 Annual Report.
National Advisory Council on Vocational Education, Washington, D.C.
Pub Date Jun 82
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annual Reports; *Correctional Education; *Educational Policy; *Educational Research; Educational Trends; Employment Problems; Federal Legislation; Federal Programs; Policy Formation; Postsecondary Education; Program Effectiveness; Public Policy; Secondary Education; *Vocational Education
Identifiers-National Advisory Council on Vocational Education; Reauthorization Legislation; *Vocational Education Act 1963; Vocational Education Study

During the year 1981, the National Advisory Council on Vocational Education (NACVE), composed of 37 members, conducted 4 full-membership meetings, in addition to meetings of committees of the Council. As a result of these meetings, the Council issued seven papers on the following topics: vocational education in correctional institutions; policy statement on reauthorization of the Vocational Education Act; compendium of NACVE reports, policy statements, studies, and other activities since 1969; analysis of the management evaluation review for compliance/quality; briefing paper on the Vocational Education Study; comments on the reports of the National Commission for Employment Policy; and the 1980 Annual Report. Summaries of these seven reports, as well as names and addresses of Council members, are included in this annual report. (KC)

ED219647 CE033504

Jennings, Carol Ann; McDonald, Sandy

Information Processing.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 81
Note-273p.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Competency Based Education; *Computer Science Education; Criterion Referenced Tests; Data Processing; Futures (of Society); *Information Processing; *Information Systems; Input Output Devices; *Learning Activities; *Occupational Information; Postsecondary Education; Programing; Secondary Education; Transparencies; *Units of Study; Vocational Education

This publication contains instructional materials for teacher and student use for a course in information processing. The materials are written in terms of student performance using measurable objectives. The course includes 10 units. Each instructional unit contains some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers and students, information sheets, job sheets, assignment sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. Information for the teacher includes an instructional/occupational analysis of information processing and a glossary. Topics covered in the 10 units are the following: introduction to information processing; history; basic components of an information system; data representation/number systems; input/output devices and their media; methods of storing and retrieving information; understanding programming concepts and computer language; information processing systems; careers in information processing; and the present and the future of information processing. (KC)

ED219671 CG016094

Eder, Donna

Peer Influence on Student Attentiveness during Classroom Lessons.

Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date Mar 82
Grant-44-329-01
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Grouping; *Attention Span; *Behavior Patterns; Classroom Observation Techniques; Classroom Research; Elementary Education; Elementary School Students; *Group Behavior; Grouping (Instructional Purposes); Interaction Process Analysis; *Nonverbal Communication; *Peer Influence

Peer influence on students has been of interest to sociologists for some time. But most studies of elementary classroom interaction have focused primarily on teacher-student interaction. A study of peer influence on other group members was designed to explain why students assigned to low ability groups became inattentive more frequently than students assigned to high ability groups. Sixteen videotapes of reading classes in a first grade classroom with 23 students were analyzed. The students were assigned to four ability groups: high, medium-high, medium-low, and low. Results indicated that peer influence was one process by which ability group assignment influenced student attentiveness. Often one student's behavior affected several peers simultaneously. Verbal behavior was more distracting than nonverbal behavior. Most cases of peer influence on attentiveness occurred in the medium-low reading group, indicating that boredom may have been an influencing factor. The finding that students influenced peers so frequently during the teacher-directed lessons suggests that peers are likely to be important influences on students' behavior during most classroom lessons. (JAC)

ED219694 CG016118

Rich, Ray B.

The Adolescent Therapy Club: An Encouragenic Support Group.

Pub Date 12 May 82
Note-5p.; Paper presented at the Annual Convention of the North American Society of Adlerian Psychology (28th, Amherst, MA, June 13-17, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents; Counseling Effectiveness; *Counseling Techniques; *Counselor Role; *Group Counseling; Group Experience; *Peer Relationship; Program Descriptions; Secondary Education; Self Esteem; Student Behavior; *Student Development; Youth Problems

This article presents the rationale and techniques of the Adolescent Therapy Club which encourages experiences that facilitate optimal social/emotional development in a non-threatening counseling group. The role of the school counselor in teaching students to be group members and moderating activities and discussions is described. Student responsibilities for successful group functioning are outlined. The paper discusses the club's operational philosophy and describes group activities which encourage positive self esteem and peer relationships while allowing opportunities for the counselor to model encouragenic behavior. (Author/JAC)

ED219718 CS006719

Chant, Sally A.; And Others

A Recipe for Motivating Successful Readers.

Pub Date [79]

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beginning Reading; *Child Language; Early Childhood Education; *Motivation Techniques; Parent Influence; *Parent Role; *Prereading Experience; *Reading Materials; *Reading Readiness; Reading Skills; Teacher Influence

A child progresses from listening to speaking, to developing vocabulary and word recognition skills, to reading the printed page. After a child develops language, vocabulary enrichment should be provided in a functional, meaningful, and real manner. Putting words in syntactical structure, hanging them around the room as labels, or mounting them on cardboard assist children in beginning creative word usage. Comprehension in beginning reading comes through understanding that the printed symbols stand for words that are used in everyday speech. Exposure to sight words and to a wide variety of children's literature provides the word recognition necessary for comprehension. The conceptual development necessary for successful reading can be encouraged by introducing the child to the sequencing of events and the physical properties of the world and to literature. Parental involvement can provide this stimulus, but the most important element is time, the time a parent or teacher takes to read to young children and to listen to their responses. (JL)

ED219738 CS006772

Idol-Maestas, Lorna; And Others

A Model for Direct, Data Based Reading Instruction.

Pub Date [81]

Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; *Learning Disabilities; *Mild Mental Retardation; *Models; *Oral Reading; Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Rate; *Remedial Reading; Student Placement; Teaching Methods

A reading instruction model that has proved to be successful with mildly handicapped students, regardless of their categorical label, is based upon three elements: curricular assessment, placement in an appropriate curriculum level, and data based instruction. For the curricular assessment, a sample passage (100 words) from each level (book) in a reading series is given to the student to read. A stopwatch is used to time the student's reading speed. Three random samples are selected for each level of the series. Testing begins at the level which is 1 year below the students' expected placement, which is the level where teachers think the student is reading. Testing extends over a 3-day period since student performance fluctuates from day to day. Data based instruction begins with the first story of the book in which placement was assigned. A specific and consistent error correction procedure is used for correcting errors. Somewhere in the final section of the story a 100-word passage is used as a timed sample to measure the accuracy and speed at which the student is reading. The book is then closed and the teacher asks the student 10 comprehension questions based on the entire story. Teachers keep a daily record of the three daily measures for accuracy, rate, and comprehension. An instructional format sheet is kept and serves as the intervention plan for every student. Two strategies used to increase oral reading accuracy are sound sheet practice and daily word drill. Techniques used to increase reading rate are prompts and repeated readings. Oral comprehension is improved by a backward chaining procedure and emphasis on question type. Reported pupil progress indicates that students using this model made over 1 month's gain to over 5 month's gain per month of instruction. (HOD)

ED219759 CS207057

Pinkstaff, Elizabeth

Four Writers' Views of the English Working Class: The Significance of the Novel in Creating Reality.

Pub Date Apr 82

Note-10p.; Paper presented at the Annual Meeting of the College English Association (13th, Houston, TX, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Characterization; *English Literature; Higher Education; Literary Criticism; *Literature Appreciation; Moral Values; *Nineteenth Century Literature; Philosophy; Secondary Education; Social Attitudes; Socioeconomic Status; Work Attitudes; Work Environment; *Working Class

Identifiers-Dickens (Charles); Eliot (George); England; Gissing (George); Tressall (Robert)

An analysis of four writers' portrayals of nineteenth and early twentieth century working class life reveals a progression of political thought about the treatment of people's struggles to effectively change society. In Dickens' "Hard Times" (1854), the protagonist is a martyr-saint who finds solace in subduing his anger and continuing to bear the oppression of his class. In "Felix Holt, the Radical" (1866), George Eliot's protagonists represent her contempt for the uselessness of the upper classes and belief that change must occur. The author does not demand the elimination of poverty to improve society. The ruling class's behavior is to be emulated, not their acquisition of material goods. In "The Nether World" of George Gissing (1889), disease, filth, and chaos intensify the constant and utterly inescapable tension of scrounging for money to buy food and fuel. Death is an anticipated release. Robert Tressall's protagonist in "The Ragged-Trousered Philanthropist" allows the authors to present the values of socialism in the reality of the workers' world, which validates the need for dramatic social change. The views that these authors present about the exemplary worker range from saintly, accepting martyr; conservative Radical moralist; resigned, nihilistic artist-artisan; to rational, socialist teacher-activist. The authors write during a period when there is no question as to the moral, instructive, humanizing function of literature. Teachers need to demonstrate these political implications of literature to students so their reading and overall learning become more fully conscious processes. (HTH)

ED219781 CS207124

Fleming, Margaret, Ed.
Language All Around Us.
Arizona English Teachers Association, Tempe.
Pub Date Feb 81
Note-90p.; The Arizona English Teachers Association is an affiliate of the National Council of Teachers of English.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 25778, $5.00 member, $6.50 non-member).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Dialects; Elementary Secondary Education; English; *English Instruction; *Grammar; Language Arts; Language Research; *Language Skills; *Language Usage; *Linguistics; Metaphors; Nonverbal Communication; Rhetoric; Teacher Response; Writing Skills

The 14 articles in this journal issue provide suggestions for making language study interesting. Specific topics discussed in the articles include (1) metaphors, (2) expressing feelings, (3) grammar for speakers of nonstandard English dialects, (4) medical jargon, (5) grammar in the writing process, (6) the rhetoric of teacher comments, (7) slang, (8) Australian dialect, (9) diction and the Ten Commandments, (10) the modal development of preschoolers, (11) linguistic analysis, (12) nonverbal messages, and (13) the language of rejection slips. The journal also contains lesson plans for use in teaching poetry, alliteration, and the language of advertising. (FL)

ED219824 CS503916

Caron, Andre H.; And Others

An International Comparison of Television Programming and Audiences.

Pub Date May 82

Note-29p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982). Parts of Tables may not reproduce.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiences; *Comparative Analysis; *Cross Cultural Studies; Cultural Differences; Foreign Countries; International Studies; *Programing (Broadcast); *Television; Television Research; *Television Surveys; *Television Viewing

Seven countries--Belgium, Bulgaria, Canada, France, Hungary, Italy, and Japan--participated in a comparative study of television programing and audiences. Four statistical indicators--structure of programs broadcast, availability of programing, potential viewing and actual viewing--were used to analyze over 25 categories of programing, which for the sake of clarity were reduced to three: information, culture and education, and entertainment. Results, including data from the United States, indicated that information programs accounted for 30% of all programing, cultural and education programing for about 18%, and entertainment for approximately 52%. Considering both offerings and availability revealed that the greater the number of networks the more competition there is for most types of programing. Entertainment programs dominated "prime time" offerings in every country, yet actual viewing demand for them still exceeded their supply. At the same time, the supply of culture and education programs exceeded the demand for them. The findings suggest that in spite of differences in countries and cultures, audience behaviors are generally similar. (JL)

ED219886 EA014953

Study of a Low Profile School: Riverheights School, Brandon, Manitoba.
Brandon School Division 40 (Manitoba).; Manitoba Dept. of Education, Winnipeg. Research Branch.
Pub Date Aug 81
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Building Innovation; Building Plans; *Construction Materials; Costs; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; *Energy Conservation; Foreign Countries; *School Buildings; School Vandalism; Site Development; *Underground Facilities
Identifiers-Manitoba (Brandon); *Riverheights School MB

The new Riverheights School, constructed by the Brandon (Manitoba) School Board for kindergarten through ninth grade students, was built as a "low-profile" school with an "earthberm" in order to save on heating, vandalism, and insurance costs and to integrate the building into a neighborhood park setting. "Low-profile" means the main floor is below ground level; "earthberm" refers to the building's partial earth covering. In the school's planning stage, the idea for a low-profile school was presented, research was done on other earth-covered schools, and parents' approval was gained. The building's construction involved other energy-conserving features besides the earthberm, such as quadruple glazing and double doorways, as well as spacesaving ideas like a grassy rooftop area for recreation. Other special features included waterproofing, an inverted roof system, and skylights. The school consists of classroom and administrative/recreation modules, wide corridors, a resource center, and large glassed-in science display units. Photographs and copies of floor plans depict the school's internal and external appearance. (Author/RW)

ED219928 FL013033

Griffith, Paul T.

State Planning for Foreign Language and International Studies. The Illinois Model.

Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-7p.
Available from-Not available separately; see FL 013 032.
Document Not Available from EDRS.
Descriptors-Cross Cultural Studies; *Curriculum Development; International Studies; *Modern Language Curriculum; *Second Language Instruction; State Boards of Education
Identifiers-*Illinois; Presidents Comm Foreign Lang International Studies

In 1978 Illinois embarked on a comprehensive statewide program to improve and expand the teaching of foreign languages and international studies in the schools of the state. The state superintendent appointed a task force of 20 leaders representing all sectors of the civic and educational community. The task force's report, delivered in 1979, argues for access by all students to a well articulated and uninterrupted sequence of educational programs that foster global perspectives, an appreciation of different cultures, and the ability to communicate across cultural and linguistic boundaries. By September 1979, the plan proposed by the task force was put in motion. The plan includes five categories of activities: (1) formation of state and regional advisory councils; (2) curriculum and resource development; (3) specifications for State Board of Education leadership; (4) holding of awareness conferences to increase visibility and serve an advocacy role; and (5) language and cultural activities for students to be conducted jointly with professional organizations, institutions of higher education, and community groups. Three lessons learned from the project concern the high involvement of the state offices, the broad base of support, and discovery of many sources of funding. (AMH)

ED220006 HE015356

Clarke, Peter; Shelton, William

College Management--A Principal's Eye View [and] The Future of Further and Higher Education. A Report on the Proceedings of the Annual Meeting of the Association of Vice Principals of Colleges (England, June 11, 1982).

Association of Vice-Principals of Colleges, Maidenhead (England).
Pub Date 11 Jun 82
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role; *Adult Vocational Education; Basic Skills; Career Development; *College Administration; Comparative Analysis; *Continuing Education; *Education Work Relationship; Employees; Financial Support; Foreign Countries; Government School Relationship; Higher Education; Lifelong Learning; Retraining; *School Business Relationship; *Staff Development; Technical Education
Identifiers-Europe; *United Kingdom

Proceedings of the 1982 annual meeting of the Association of Vice Principals of Colleges in England are presented. In "The Future of Further and Higher Education," William Shelton discusses vocational preparation and the Manpower Services Commission (MSC), faculty development, the new 17+ Qualification or Certificate of Pre-Vocational Education, continuing education, professional industrial and commercial updating (PICKUP), and education management in further education. It is suggested that the growth of MSC-sponsored courses has been one of the most significant changes in further education in the past few years. The MSC effort to improve the vocational preparation of students draws together many agencies. Three broad aspects of continuing education are identified: vocational--for updating and retraining; self-development--for helping people to use their leisure constructively; and remedial--for helping adults who lack the most basic skills, such as literacy, mathematical skills, communication ability, and coping skills. The PICKUP program addresses the post-experience vocational needs of employees and employers. The scope of PICKUP is wide and addresses any provision relevant to the development of the individual in work. In the second paper, "College Management--A Principal's Eye View," Peter Clarke discusses role conflict of principals and vice principals, vocational education and training, links with industry and commerce, public relations, academic planning, and objective criteria for decision making and management. Public expenditures for higher education and vocational education in the United Kingdom and eight other European countries are compared. It is proposed that since competition is intense for reduced resources, planning, particularly of academic programs, is important. Vocational education must be related to the needs of rapidly-changing industry, commerce, and the professions. (SW)

ED219564 CE033265

Bro, Ronald D., Ed.

Iowa Handbook of Basic Computer Programs for Industrial Arts.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Pub Date 82

Note-161p.

Available from-Iowa State Dept. of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, IA 50319 ($2.00).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Computer Assisted Instruction; *Computer Managed Instruction; Computer Oriented Programs; *Computer Programs; Construction (Process); Energy; Graphic Arts; *Industrial Arts; Instructional Materials; Learning Activities; Manufacturing; Material Development; Mathematics Instruction; Power Technology; Programed Instructional Materials; *Programing; Secondary Education

Identifiers-Iowa

This teacher's guide contains computer programs, written in BASIC, for use in Iowa secondary school industrial arts programs. The programs were developed in two 2-week workshops by industrial arts teachers who had little or no previous experience with computers; the programs have been classroom tested and refined for publication. The programs are intended to assist teachers in initiating computer learning activities and computer-assisted classroom/laboratory management. Programs cover the following topics: general (mathematics and measurement drills), construction, energy and power, graphic communication, manufacturing, and instructional management. Each program contains an introduction which explains the use of the program, and the name and address of the program author. (KC)

ED219585 CE033299

Office Procedures 302.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-053-6
Pub Date 82
Note-88p.; For related documents see CE 033 293-299.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Objectives; Business Education; *Business Skills; Career Education; *Data Processing; Guidelines; Instructional Materials; Learning Activities; *Office Management; Office Occupations; *Office Occupations Education; Office Practice; *Recordkeeping; Secondary Education; Standards; Vocational Education; *Word Processing

This teaching guide consists of statements of goals and objectives, teachers' notes and suggested activities, and lists of suggested materials for use in teaching a secondary-level course on office procedures. Designed for students enrolled in an office skills cluster of courses, this course is intended to synthesize the knowledge and skills learned for office occupations. The rationale behind the course, evaluation procedures, time allotments, and goals and objectives are covered. Addressed next are the following topics: the office concept and office processes; performance standards; sources of information (essential references, methods of research); business and office organizations; word processing (concepts, careers, and applications of word processing); ancillary functions and services (communication, travel arrangements, financial arrangements); data processing (basic concepts, the data processing cycle, data processing and word processing); records management function, systems, and procedures as well as equipment and supplies); and business and office careers (job application, job retention, career planning, work experience). Also included are information on correlating course content with supplemental materials, a bibliography, and transparency masters. (MN)

ED219803 CS207161

Catalog of State Basic Skills Products.

CEMREL, Inc., St. Louis, Mo.

Spons Agency-Department of Education, Washington, DC. Basic Skills Improvement Program.

Pub Date 82

Contract No-300-80-0936

Note-163p.; Prepared by the Basic Skills National Technical Consortium.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Basic Skills; Elementary Secondary Education; *Instructional Materials; Listening Skills; Mathematics Instruction; Reading Instruction; Speech Instruction; State Curriculum Guides; *State Departments of Education; Writing Instruction

Listed in this catalog are 122 product descriptions from 34 states identified by state coordinators of basic skills instruction as the best developed in their states. Products include books, pamphlets, videotapes, booklets, checklists, guides, handbooks, anthologies, and computer programs. Each product was developed to improve the management, the teaching, or the learning of reading, writing, listening, speaking, and mathematics. Each product meets four criteria: It was developed within the past 5 years, unless it was an earlier product that had been consistently in demand; it is an original work; it makes a contribution to the field; and it is available to educators throughout the country. The descriptions are listed alphabetically by states. They include a one or two word summary of the major focus of the product, its title, the audience for whom it was intended, a description of how it has been used in the state, a 150-to-200 word abstract on it, a list of key word descriptors, and information on how to obtain a copy of the product. Following the product descriptions are three indexes. The state index is an alphabetical list of the states and the titles of their products. The major focus index is an alphabetical list of the words listed as the focus of the product. The rotated descriptor index is a list of all the terms used as product descriptors with each word in the descriptor entered separately in alphabetical order. (HOD)

ED219907 EC143188

Perelman, Phyllis F.; Pineda, Maria Luisa

Introduction of the Data-Based Individualized Model of Education in Central America.

Pub Date 15 Apr 82
Note-13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-96).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Mainstreaming; *Models; *Preservice Teacher Education; *Special Education
Identifiers-*Central America; Honduras

The paper describes, in both English and Spanish, a data based model for providing preservice and inservice training to regular and special class teachers on procedures for teaching mainstreamed handicapped children. The model involves the following steps: (1) referral of a child by his classroom teacher for special education services; (2) student evaluation; (3) specification of an instructional objective; (4) development and implementation of teaching/learning procedures; and (5) evaluation of teaching/learning procedures and child's progress toward attainment of the specified instructional objective. The model, found to be successful in Vermont, has been used to provide technical assistance in several Central American countries, including Costa Rica, Honduras, and Guatemala. Rather than focusing on the referred student, the model, as used in Honduras, addresses group defined needs (such as better public relations in special education) as a model objective, the use of media to contact parents and others as a plan of action, and evaluation based on increased awareness and support of special education. (SW)

ED219990 HE015227

Jones, Richard M.

Experiment at Evergreen.

Report No-ISBN-0-87073-838-0; ISBN-0-87073-839-9
Pub Date 81
Note-163p.
Available from-Schenkman Publishing Company, Inc., 3 Mount Auburn Place, Cambridge, MA 02138.
Document Not Available from EDRS.
Descriptors-Books; *Educational Innovation; Experimental Colleges; *Experimental Curriculum; Experimental Teaching; Higher Education; Instructional Innovation; *Interdisciplinary Approach; *Liberal Arts; *Nontraditional Education; Personal Narratives; State Colleges; Student Teacher Ratio; Teacher Workshops; Teaching Methods; *Undergraduate Study
Identifiers-*Evergreen State College WA; Meiklejohn (Alexander); Tussman (Joseph); University of California Berkeley

The philosophy and structure of programs of coordinated study at Evergreen State College from 1970 to 1980 are discussed, and comparisons are made to the experiment at the University of California, Berkeley, promoted by Joseph Tussman. Both programs are based on ideas suggested by Alexander Meiklejohn and his Experimental College at the University of Wisconsin. The program of undergraduate liberal arts studies consists of the following structural features: multidisciplinary, theme-oriented studies; total engagement of 2 to 7 faculty and 100 students; the process of representing rather than teaching subjects; a common reading list and schedule; and weekly faculty seminars. Mervyn Cadwallader was the dean at Evergreen State College who promoted the idea of implementing the Meiklejohn-Tussman model. Some of Evergreen's successful programs are described as follows: human development, democracy and tyranny, Shakespeare and the age of Elizabeth, and health--individual and community. In addition to explaining the faculty team concept, attention is directed to the program theme, the faculty seminar, and auxiliary program design features (i.e., book seminars, lectures, assemblies, workshops, examinations, conferences, retreats, business meetings, down days, and evaluations). Evergreen's planning faculty committed the college to a system of evaluation by portfolio at all levels: student, faculty, and program. Students keep a portfolio, which includes samples of their best work, narrative self-evaluation, narrative evaluations by faculty, and narrative evaluations of faculty. Additional features of the program, including faculty-student ratio and student teaching, are also addressed. (SW)

ED219508 CE032601

Craig, David G.

A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1981.

Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.

Pub Date Feb 82

Note-37p.; For related documents see ED 128 646 and CE 033 415-416.

Available from-Dr. David G. Craig, 225 Morgan Hall, University of Tennessee, Knoxville, TN 37901-1071.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; *Agricultural Education; College Graduates; Educational Demand; Educational Needs; *Educational Trends; *Employment Patterns; Enrollment Trends; Higher Education; Job Placement; National Surveys; Outcomes of Education; Questionnaires; Teacher Attitudes; Teacher Certification; Teacher Recruitment; *Teacher Supply and Demand; Vocational Education; *Vocational Education Teachers

A national study (the seventeenth annual study of its kind) examined the supply and demand for teachers of vocational agriculture in 1981. To obtain data pertaining to supply and demand for vocational agriculture teachers, researchers mailed questionnaires and follow-up letters and made telephone calls to all institutions preparing teachers in vocational agriculture as well as to the offices of state supervisors in agriculture. Information regarding numbers of graduates qualified to teach agriculture and the number of teaching positions available were then tabulated for each state and each institution preparing teachers. Data revealed that while the secondary vocational agriculture supply and demand situation has stabilized in recent years, a shortage of vocational agriculture teachers continues to exist. While fewer secondary teachers are teaching production agriculture and more are teaching ornamental horticulture, the number of postsecondary teachers is balanced among production agriculture, ornamental horticulture, and other specialty areas. Most secondary positions were filled by fully certified teachers. Recommendations called for increased efforts to recruit students into vocational agriculture education, to reduce teacher turnover, and to broaden certification standards. (MN)

ED219527 CE033116

Utilizing Vocational Education to Improve Productivity. Technology/Program Matrix.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 1 Mar 82

Contract No-300-81-0352

Note-93p.; Not available in paper copy due to small and light print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agriculture; Annotated Bibliographies; Biomedical Equipment; *Citations (References); Computers; Curriculum Development; *Education Work Relationship; Information Systems; Manufacturing; Organizational Development; Postsecondary Education; *Productivity; Secondary Education; Social Sciences; *Technological Advancement; Technology; Telecommunications; *Vocational Education

This technology/program matrix and annotated bibliography were created as a product of the first activity in a project to alert vocational educators to forthcoming technological changes and to promote awareness of vocational education as a mechanism for productivity improvement. The classification matrix identifies, describes, and classifies those technological advances that can be expected to alter job skills significantly and hence the corresponding training requirements. The bibliography describes articles about new and emerging technologies judged to have relevance for vocational education program offerings. Articles were selected according to the following admissibility criteria: the article describes a new technology or a change in an existing one that is in use or will be so in 3 to 5 years; the technology described requires acquisition of new knowledge and skills suitable for development at the subbaccalaureate level; and the article contains information in terms of vocational/technical occupations, labor force implications, or projections as to diffusion of the technology. Technologies are classified in seven major areas: computers and automated systems; information handling and telecommunications; agricultural technology; biomedical technologies; manufacturing; social/organizational technologies; and other areas. (KC)

ED219627 CE033372

Owens, Thomas R.

Evaluation of the ECC/GT Programs in Jefferson County Public Schools.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date Jul 80

Note-80p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academically Gifted; Career Choice; Career Development; Career Education; *Career Exploration; Career Planning; Community Cooperation; Demonstration Programs; *Experiential Learning; Gifted; Independent Study; Junior High Schools; Occupational Aspiration; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Talent; Vocational Interests

Identifiers-*Experience Based Career Education; Jefferson County School District CO

The Exploring Careers in the Community for Gifted and Talented (ECC/GT) program is conducted in Jefferson County, Colorado junior high schools to provide an 18-week career exploration component for gifted/talented students. The program provides gifted/talented students 3 hours a day to participate in interviewing community members about their jobs, doing career research, completing an internship in a field of their choice, and completing a project or product. An evaluation of the program was conducted for the school year 1979-80, the third year of the program. Evaluation instruments used included a student background questionnaire, a career decision-making skills test, an ECC/GT skills documentation summary, an ECC student end-of-year questionnaire, a student assessment survey, a 20-minute interview with a random sample of 15 ECC/GT students, a staff questionnaire, a community instructor opinion survey, and a parent opinion survey. Grade point data were also collected from files to establish comparison groups. Results of this assessment showed that the ECC/GT curriculum was generally effective for junior high gifted and talented students. Staff, students, and community instructors were positive in their views of ECC/GT, and students showed significant posttest improvements in career planning and critical thinking skills. Based on the program's success, it was recommended that the program receive state validation as an exemplary program worthy of replication and dissemination. (KC)

ED219695 CG016119

Buffum, William E.; Konick, Andrew

Diagnosing Job Satisfaction in Mental Health Institutions.

Ohio State Dept. of Mental Health and Mental Retardation, Columbus.
Pub Date May 82
Grant-OMHMR-79-105
Note-45p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Measures; *Employee Attitudes; *Health Personnel; Interpersonal Relationship; *Job Satisfaction; *Mental Health Clinics; Organizational Climate; Professional Recognition; *Psychiatric Hospitals; Test Reliability; Test Validity; *Vocational Adjustment; Work Environment

Job satisfaction in mental health organizations has been a neglected research topic, in spite of the fact that mental health organizations themselves are concerned with quality of life issues. To study job satisfaction at three long-term public psychiatric hospitals, the Job Satisfaction Index was administered to 44 direct service employees. In general, employees who were most satisfied: (1) worked in a decentralized hospital differentiated by a unit-program structure; (2) had professional job titles; (3) were over age 45; (4) were neither high nor low in education level; and (5) had been employed at the hospital either less than 4 or more than 10 years. Residents' change toward discharge readiness also raised satisfaction with work and co-workers. The findings suggest a need for further exploration of the relationship between job satisfaction and hospital organization structure. (Author/JAC)

ED219719 CS006739

Learning to Read through the Arts. Annual Evaluation Report. Summer 1981.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.; New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 81

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aesthetic Education; Art Education; *Disabilities; Elementary Education; Program Descriptions; *Program Evaluation; *Reading Improvement; Reading Instruction; *Reading Programs; Reading Skills; *Summer Programs; Validated Programs; Workshops

Identifiers-Elementary Secondary Education Act Title I; *Learning to Read through the Arts Program; National Diffusion Network Programs

The Learning to Read Through the Arts program of the New York City public school system was designed to provide supplementary reading services to 3,360 mildly to moderately handicapped children in grades three through nine for three summers. The program was held in 20 sites throughout the city and was scheduled for 4 hours a day. The program was organized around two major instructional components, individual and small group reading sessions and reading-oriented art workshops. At all sites, students attended two 90-minute art workshops per day and were offered a variety of visual, plastic, and performing art experiences. In addition, students were pulled out of the art workshops on a rotating basis for 45 minutes of daily, direct reading instruction. Results of a quantitative and qualitative assessment of the program indicated that the program was highly effective in meeting its proposed goals. Nearly all of the program participants mastered at least one new skill in reading and many mastered two or more. Despite some start-up difficulties and significant problems with transportation, attendance was excellent, and students were cooperative and eager to learn. Both reading and art teachers were enthusiastic about the program and cited gains made by students in self-confidence, socialization, and creative expression, as well as their measured improvement in reading skills. (HOD)

ED219846 EA014750

Hamlyn, Geoffrey

Educational Facilities Policies in the 80s. Report on the Symposium held in Lochem, The Netherlands, October 1980. Programme on Educational Building.

Organisation for Economic Cooperation and Development, Paris (France).
Report No-PEB-11
Pub Date 82
Note-22p.
Available from-Organisation for Economic Cooperation and Development Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006-4582 (free).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Involvement; *Educational Facilities; *Educational Policy; *Educational Trends; Facility Requirements; Facility Utilization Research; Foreign Countries; *Futures (of Society); Resource Allocation; School Community Relationship; Shared Facilities; Social Change

Educational facilities experts from a score of countries considered how changing economic and social conditions, as well as technological developments, will require redefinition both of existing educational facilities and of their use. Participants agreed that new needs are arising from demographic change, world recession, and unemployment. The requirements of youth, the elderly, and the very young, as well as those of migrant populations and handicapped people, are emerging as major preoccupations. Policy recommendations for the solution of the conflict between increasing needs and diminishing resources were to (1) coordinate school and community facilities; (2) use existing educational and other buildings effectively; (3) involve community members in decisions that affect their community; and (4) suit the quality of the educational environment to the needs of the users. To implement these policies, the experts recommended the removal of institutional, legislative, and financial barriers; the continual tracking of changing local needs; the evaluation of opportunities provided by existing facilities for meeting such needs; and the evaluation of new capital projects. (MLF)

ED219866   EA014917

Kinne, Harold C.

The Microcomputer Revolution.

Pub Date Jul 82

Note-4p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-*Business; Equipment Manufacturers; Marketing; *Microcomputers; Modern History; Office Machines

Identifiers-Computer Industry

The history of the development of the microcomputer industry since its inception in 1975 is explored in this brief paper, which pays special attention to the advent of the small business computer. The author describes the growth of sales, the development of successful companies, the early resistance to use of microcomputers in business, and the legitimizing effect of the entry of IBM, Hewlett Packard, and Xerox into the market in the summer of 1981. The characteristics required in an acceptable small business computer are described as (1) the presence of a CP/M operating system, (2) incorporation of VisiCalc or an equivalent electronic spread sheet forecasting system, (3) an 80-column display for effective word processing, (4) a typist's keyboard and a 10-key numeric pad, and (5) a total cost under $5,000. The author considers the marketplace developments of 1981 to mark the end of the "first era" of the microcomputer, ushering in a new era featuring new hardware, new software, and a new user profile. (Author/PGD)

ED219949 FL013135

Chapman, Erma

An Evaluation of the First Two Years of the English-Ukrainian Bilingual Program: Summary Report.

Manitoba Dept. of Education, Winnipeg.
Pub Date Sep 81
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Administrator Attitudes; *Bilingual Education; *Bilingual Education Programs; *Cultural Awareness; Educational Assessment; *English; Language Arts; Parent Attitudes; Primary Education; *Program Evaluation; Second Language Learning; Teacher Attitudes; *Ukrainian

A 3-year pilot bilingual program based on the Manitoba curriculum was evaluated to determine the degree to which program objectives had been achieved. The program uses Ukrainian as the language of instruction for 100% of the time in kindergarten and for 50% of the time in grades 1 and 2. The study investigated the following: (1) the extent to which students had acquired skills in Ukrainian language arts, English language arts, and the primary school program as a whole; (2) students' awareness of Ukrainian cultural heritage in Canada; and (3) attitudes of parents, teachers, principals, and superintendents toward the program. The first objective was measured by tests, teachers' progress reports, and comparisons of test scores with scores of children in the regular program; objectives 2 and 3 were studied by questionnaires and interviews. Tests indicated that, after 2 years of instruction, children had average scores above 70% in understanding, speaking, and reading Ukrainian. Differences in average scores in English language skills and in regular program subjects between bilingual and regular program children were not considered significant. Parents and teachers reported that the children had developed a greater awareness of Ukrainian cultural heritage. Generally, all adult groups were found to be satisfied with the program and wanted it extended through grade 6. (AMH)

ED219971 FL013183

Rubin, Joan; Thompson, Irene

How to Be a More Successful Language Learner.

Pub Date 82

Note-111p.

Available from-Heinle and Heinle Publishers, Inc., 51 Sleeper St., Boston, MA 02210 ($7.95).

Document Not Available from EDRS.

Descriptors-*Behavioral Objectives; *Instructional Materials; Language Aptitude; Language Attitudes; Language Proficiency; Language Skills; *Learning Activities; Learning Motivation; Postsecondary Education; Secondary Education; *Second Language Learning; Second Language Programs; *Success

Identifiers-*Learning Strategies

This practical guide on foreign language learning presents concrete suggestions on how to become a more effective and successful language learner. Suitable for use by both students and teachers, the book, divided into three parts, discusses language and language learning, learning strategies, and learner aids. Part 1 discusses the language learner and his or her objectives in studying a language. The nature of language and communication is covered and the best environments for language learning are examined. Part 2 contains 14 strategies for becoming a better language learner. Under each strategy there are numerous ideas and suggestions for practical application. Part 3 describes various aids available for the language learner, including teachers, textbooks, dictionaries, tapes, grammars, and experience, as well as how to select the type of language course best suited for each learner. (EKN)

ED220022 HE015381

Brown, Roberta D.

What Role (If Any) Should the Federal Government Play in Providing Support to Institutions Whose Stress Problems Threaten Their Survival? AIR Forum 1982 Paper.

Pub Date May 82

Note-16p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability; College Administration; Data Collection; Developing Institutions; Educational Finance; Educational Quality; Eligibility; *Federal Aid; *Government Role; Government School Relationship; *Higher Education; Improvement Programs; Institutional Autonomy; Institutional Evaluation; National Surveys; *Public Policy; Retrenchment; *Student Financial Aid

Identifiers-*AIR Forum; Higher Education General Information Survey; Institutional Aid Program; *Institutional Survival

Public policy issues relating to federal assistance to colleges struggling to survive in the 1980s are addressed. Special challenges to postsecondary education result from declining enrollments, inflationary cost spirals, and lack of public confidence in education. Questions are raised in regard to the following five public policy alternatives, based on research and background papers that were part of the legislative process in the reauthorization of the Higher Education Act during 1980: (1) manipulation of student financial assistance formulas to favor certain segments of postsecondary education; (2) display of models of management practice and academic excellence; (3) provision of assessment tools and collection of data nationally on the financial health of institutions; (4) direct federal assistance such as that provided under Title III of the Higher Education Act; and (5) assistance in institutional management. Currently 94% of federal assistance to higher education is in the form of student financial aid. An important issue is aid provided to students attending private colleges. In regard to quality in postsecondary education, it is suggested that federal funding of research and innovation is likely to take place in strong institutions, since the weaker institutions have the least capacity for innovation and change. One effort that is underway is a study by the National Center for Education Statistics to analyze data from the Higher Education General Information Survey to see if it can be used to determine financial health, or to suggest data elements to be added or format changes to be made. Attention is directed to the Institutional Aid Program (formerly Strengthening Developing Institutions Program), the only program of direct financial assistance. (SW)

ED219546 CE033232

Implementation of the Phaseout of CETA Public Service Jobs. Report by the U.S. General Accounting Office.

General Accounting Office, Washington, D.C.
Report No-HRD-82-48
Pub Date 14 Apr 82
Note-55p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies free, thereafter $3.25 each; discounts available for unbound copies and quantity orders).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults; *Employment Programs; Employment Services; *Federal Programs; Job Layoff; *Job Placement; Job Search Methods; Job Training; *Participant Characteristics; Participant Satisfaction; *Program Effectiveness; Public Service Occupations; Unemployment
Identifiers-*Comprehensive Employment and Training Act; *Public Service Employment Programs

The Department of Labor estimated that 300,000 people would lose their jobs because of the termination of the Comprehensive Employment and Training Act's (CETA's) public service employment programs. The General Accounting Office (GAO) reviewed the Department of Labor's efforts to find permanent unsubsidized jobs or new training opportunities for these individuals with eight prime sponsors through interviews with Department of Labor officials, interviews with the prime sponsors, and a review of 1,040 randomly selected case files of persons terminated from the program. For seven of these sponsors (the other was not considered by GAO to be representative) GAO found that (1) 45 percent of the former public service employment participants were employed, 50 percent were unemployed, and 5 percent were in school or training; (2) almost 24 percent of the employed individuals held temporary jobs and another 21 percent had part time jobs; (3) about 54 percent of the employed were working in the private sector; (4) 55 percent of the unemployed individuals were receiving one or more forms of government assistance--this help averaged $353 per month less than their former public service employment salary; (5) most of the unemployed individuals were looking for work; and (6) participants' perceptions of help in job search and job placement activities received from local agencies varied widely. (KC)

ED219565 CE033267

Procedural Guidelines and Instruments for Conducting a Comprehensive Needs Assessment in Vocational Education.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date 82

Note-122p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Data Analysis; Demography; Educational Needs; *Educational Resources; Guidelines; *Labor Market; *Needs Assessment; Program Evaluation; School Districts; *Student Needs; *Vocational Education

These procedural guidelines contain a "how to do it package" with sample forms, procedures, and techniques that a local vocational education program administrator can use to conduct a comprehensive needs assessment. It is divided into five modules, each covering a different phase of the process so that the local administrator can undertake the entire process or only certain portions. These phases are covered: population analysis (general, student, recent graduates), existing program analysis, resource analysis (facilities, personnel, financial), business and industry survey and job market analysis, and patron needs analysis (student survey, student followup, parent/guardian survey, adult/community survey, special needs groups). Following a section on program plan development, a form for identifying and prioritizing discrepancies is provided. The final section of the manual contains information on describing, interpreting, and presenting data, ideas, and concepts more simply and effectively to develop needs assessment for vocational programs. Appendixes include information on a time management plan, sampling procedures, and determining sample size. (YLB)

ED219607 CE033340

What the Public Says about...Vocational & Technical Education in South Carolina.

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.

Pub Date Jul 82

Note-52p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Advisory Committees; *Educational Attitudes; Educational Needs; Majority Attitudes; Postsecondary Education; Program Effectiveness; *Public Opinion; Secondary Education; State Surveys; *Technical Education; *Vocational Education

Identifiers-South Carolina

An opinion survey was conducted by the South Carolina Advisory Council on Vocational and Technical Education in spring, 1982, to determine the attitude of the public toward vocational and technical education in South Carolina. A questionnaire was developed and distributed through college administrators to 500 persons, 60 percent of whom were serving on advisory bodies for vocational and technical education programs. Results included the following: (1) the public held both vocational and technical education in very high esteem, with no appreciable difference in rating the two types of education; (2) both the technical college programs and the vocational education programs were thought to be meeting the skill training needs of industry; (3) although no changes in program content were proposed, additions to the programs were suggested by more than one-fourth of the respondents; (4) the public was not aware of any great obsolescence or inadequacy in tools or equipment used in the programs, unless they were closely connected to educational institutions; (5) most of the respondents thought that cooperation between the educational programs and business/industry was either completely or partially adequate; and (6) there was a strong and persistent belief that some vocational skill should be an additional requirement for graduation from high school. The Advisory Council decided that the opinion survey of 500 persons was a workable tool for gathering information. (KC)

ED219648 CE033505

Taylor, Mark; Helbling, Wayne

Chain Saw Repair.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 78
Note-116p.; For a related document see ED 146 392.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; *Engines; Equipment; Hand Tools; *Learning Activities; Postsecondary Education; *Repair; Technical Occupations; Transparencies; *Units of Study; Vocational Education
Identifiers-*Chain Saws; *Small Engine Repair

This curriculum is designed to supplement the Comprehensive Small Engine Repair guide by covering in detail all aspects of chain saw repair. The publication contains materials for both teacher and student and is written in terms of student performance using measurable objectives. The course includes six units. Each unit contains some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. Units are liberally illustrated and are planned for more than one lesson or class period of instruction. Information for the teacher includes an instructional/task analysis of chain saw repair, and a list of tools needed. Topics covered by the six units are the following: chains, chain sharpening, chain link replacement, bars, chain oilers, and chain saw drives. (KC)

ED219672 CG016095

Bay-Borelli, Michael; And Others

Attainable Alternatives: Decisions for the 80's. A District Manual on Substance Use, Abuse, and Prevention.

Spons Agency-Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date 81

Note-619p.; Available in microfiche only due to marginal legibility of original document.

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Alcohol Education; Change Strategies; *Delinquency Prevention; *Drug Abuse; *Drug Education; Elementary School Students; Elementary Secondary Education; Program Descriptions; *School Involvement; School Responsibility; Secondary School Students; *Social Change; Student School Relationship; Values Education; *Youth Problems

This manual is designed to help school district personnel assess the extent of substance abuse and to develop policies and procedures for dealing with the problem through the cooperation of schools, parents and communities. The effect of social change on adolescents is discussed and trends in developmental distress are noted. Roles and responsibilities of school personnel are outlined including curriculum considerations and objectives. A section on needs assessment is provided along with sample evaluation forms and questionnaires. The guide includes background information on smoking, drinking, and drug use, and developmental characteristics of adolescents. A wide variety of preventive programs are discussed in detail with names and addresses of resource groups and organizations. A bibliography of resource materials is also included. (JAC)

ED219739 CS006774

Weaver, Phyllis A.; And Others

Perceptual Units Training for Improving Word Analysis Skills. Technical Report No. 1.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date Mar 82

Contract No-N00014-79-C-5014

Note-128p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Aptitude; Cognitive Processes; *Computer Assisted Instruction; High Schools; Individual Differences; Microcomputers; Perception Tests; *Perceptual Development; Reading Improvement; Reading Instruction; *Reading Research; *Reading Skills; *Word Recognition; *Word Study Skills

Identifiers-Theory Practice Relationship

A training program was devised to develop automaticity of one subcomponent of reading--locating and disembedding multiletter units within words. The system involved the use of a training task that was implemented in a microcomputer-based game that required students to detect whether a target unit was presented within words that were shown in rapid succession. The purpose of the task was to increase student monitoring rates without increasing the number of errors made. Subjects participating in the training program were four high school students termed poor readers. Performance records indicate that the training program was successful. Substantial improvements were evident in both student learning rates and performance levels. Maintenance tests designed to measure the stability of the gains in speed conducted regularly after the training had ended yielded positive results. In addition, the students completed a battery of tasks (perceptual unit detection, pseudoword pronunciation, and span of apprehension) to gauge the transfer of training effects to other reading components. These test results showed that the training program enabled students to increase their efficiency in detecting units over a range of conditions. Transfer effects were also found in the pseudoword pronunciation task and on the span of apprehension task. (Materials used in the program are appended.) (FL)

ED219782 CS207125

Jobe, Ronald A.

Literature in Translation for Secondary Students.

Pub Date Apr 82
Note-20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (1st, Minneapolis, MN, April 15-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Books; *Cultural Awareness; *English Instruction; Foreign Countries; Literary Criticism; *Literature Appreciation; Reading Materials; Secondary Education; *Translation; World Literature
Identifiers-*Literature in Translation

Literature in translation can provide English speaking secondary school students with a sensitive glimpse into life in other areas of the world and can be a contributor to international understanding. In such stories as Anne Holm's "I Am David," or "The Hostage," the characters become involved in webs of adventure and play leading roles in the action. Many characters in translated novels are caught up in a web of realism, as are the characters in "My Brother Plays the Clarinet," and "The Secret of the Yellow House," two short stories by Anatolii Aleksin that are set in modern Russia. Books written by European writers, such as Otfried Preussler and Hannelore Valencak, frequently cloak their characters in a web of tradition, legend, or even superstition, while stories like "The Curse of Laguna Grande" by S. R. Van Iterson present a contemporary picture of rural South America. English speaking students can also gain much understanding for the reality and finality of war through books such as "Pack of Wolves" by Vasil Bykov and "A Little Girl Under a Mosquito Net" by Monique Lange. English teachers should refrain

from a noninternational literary tradition and should introduce students to quality literature translated into English. (A bibliography of translated literature is included.) (HTH)

ED219825 CS503917

Dempsey, Richard H.; Reinsch, N. L., Jr.

Arousal as a Confounding Variable: A Case Study in Credibility Research.

Pub Date [82]

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Arousal Patterns; *Attention; *Attention Control; Attitudes; *Communication Research; *Credibility; Females; Higher Education; Males; *Sex Differences; Speech Communication

A study tested two hypotheses concerning credibility (an auditor's attitude toward a source) and arousal (attention level of an auditor): (1) the effect on learning of credibility will interact with the effect of the vigilance level of auditors, and (2) under conditions of low arousal, auditors will learn significantly more from a message if it is attributed to a higher credibility source than if it is attributed to a lower credibility source. A single, trained female student delivered the same informative message on the effects of TV violence to 144 undergraduates enrolled in eight sections of a basic university speech course. Her introduction and the prospect of a test were used to produce higher and lower levels of credibility and vigilance. Results of immediate and delayed posttests confirmed both hypotheses: the effect of credibility on learning did interact significantly with the vigilance level of the learning situation, and higher credibility produced significantly more right answers than lower credibility in the low vigilance condition but not in the high vigilance condition. In an unpredicted result, women scored higher than men, a fact perhaps explainable by uncontrolled differences in intelligence or interest. (JL)

ED219887 EA014954

Weeda, Susan J.

Foreign Students in Elementary and Secondary Schools in Manitoba. Background Paper.

Manitoba Dept. of Education, Winnipeg. Research Branch.
Pub Date Sep 81
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; *Enrollment; Enrollment Trends; Foreign Countries; *Foreign Students; Geographic Regions; Graphs; Tables (Data)
Identifiers-*Canada; *Manitoba

Data on foreign student enrollment in public and private elementary and secondary schools are given for Manitoba, all other provinces, and Canada as a whole. Two tables and five computer-generated graphs present information by province or region on the number of foreign students (students holding valid student visas), percentage of foreign students, and trends over the last 5 years, as well as data on the geographic origins of Manitoba's foreign students. Implications are drawn for Manitoba concerning future admissions of foreign students, tuition levels, and the need for programs teaching English as a second language.

(RW)

ED219929 FL013034

Lewinski, Marcel

Methodology for Teaching Intercultural Communication: Social Studies and Languages.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-7p.

Available from-Not available separately; see FL 013 032.

Document Not Available from EDRS.

Descriptors-Area Studies; Class Activities; *Cross Cultural Studies; Cultural Awareness; *Interdisciplinary Approach; Secondary Education; *Second Language Instruction; *Social Studies

A number of ways to integrate foreign language education and social studies are given from the perspective of a social studies teacher. An area studies course might include the foreign language component as well as social studies, art, music, and historical perspectives. Such a course would also include special evening and weekend activities. Within the traditional school structure, a study of culture can be introduced into the regular social studies and language courses. The impact of foreign cultures on the United States can be taught as well as concepts such as ethnocentrism. Devices and techniques for introducing cross cultural concepts into regular classes are suggested. These include using resources that are present in the school or the local community, inviting exchange students or foreign students to the class, employing a foreign teacher aide, and eliciting comments from foreign students who are in the school. Implementation of courses and programs like these tend toward fulfillment of the goal of educating world-minded young people who recognize that they live in a global society. (AMH)

ED220039 HE015398

Kutina, Kenneth L.; And Others

Qualitative and Political Issues Impacting Academic Medical Center Strategic Planning--A Methodological Approach. AIR Forum 1982 Paper.

Pub Date May 82
Note-29p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Planning; Computer Oriented Programs; Economic Factors; Feedback; Higher Education; *Medical Schools; *Models; Needs Assessment; Policy Formation; *Political Influences; Productivity; Research; Simulation; Socioeconomic Status; Student Financial Aid; *Systems Approach; Teacher Recruitment; Teaching Hospitals
Identifiers-*AIR Forum; *Strategic Planning; University Hospitals of Cleveland OH

A simulation model of an academic medical center that was developed to aid in strategic planning and policy analysis is described. The model, designated MCM for Medical Center Model, was implemented at the School of Medicine, University Hospitals of Cleveland, and the private practices of the faculty in the clinical departments at University Hospitals. The model uses an approach known as system dynamics, which evolved from the application of feedback control theory to dynamic socioeconomic systems. The model is particularly well suited to incorporation of factors normally considered to be qualitative, and to assessing impacts of exogenous constraints and influences. In addition to using the system dynamics approach and the Dynamo language, MCM takes into account such factors as the effect of quality of plant and equipment on the ability to recruit faculty, the impact of level of student aid on the ability to recruit students, and the synergistic effects that appear in research productivity once an institution's programs exceed a certain minimum. The form and magnitude of the relationships involving such effects were generally estimated based on discussion with key people who have relevant experience in the institutions. The validity of such estimates is being assessed by setting parameters in the model so that it will react to a specific effect, and then reviewing model outputs with knowledgeable people. For illustration, the following three analyses are briefly examined: reduction of the Guaranteed Student Loan Program, hospital marketing, and reduction of indirect expense recovery by the National Institutes of Health. Diagrams of the model are appended. (SW)

ED220056 HE015415

Reichard, Donald J.; And Others

The Practice of Institutional Research: Toward an Operational Definition. AIR Forum 1982 Paper.

Pub Date 19 May 82

Note-39p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classification; Definitions; Higher Education; Institutional Characteristics; *Institutional Research; *Job Analysis; *Researchers; Research Opportunities; *Role Perception; School Organization; School Surveys; Staff Role

Identifiers-*AIR Forum

The nature of activities in which institutional researchers are involved in different institutional and organizational settings was studied. In order to characterize the practice of institutional research in various institutional settings, a taxonomy of institutional research activity areas was developed. A 114-item taxonomy was developed that was divided into 13 categories. The taxonomy was incorporated into the Professional Development Needs Assessment Survey (PDNAS). For each item, respondents were asked to indicate whether the activity was one in which they or their office had performed in the past 2 years. In the spring of 1981, the PDNAS was mailed to all members of the Association of Institutional Research. Approximately 40 percent of the members (701 persons) completed the survey, and the database for this survey consisted of 295 responses. Factor analysis was used to validate a 92-item taxonomy of institutional research activities. Through discriminant analyses, the study provides an operational definition of institutional research as it is practiced in institutional and organizational settings that vary according to institutional type, offices to whom institutional research offices report, time period in which institutional research offices were established, and full-time-equivalent size of institutional research staff. The results further suggest that the activities may be a function of the diversity and level of sophistication of the research staff. Possible future directions for institutional research are noted. A bibliography is appended. (SW)

ED219586 CE033300

Bibliography of Productivity-Related Articles.
Conserva, Inc., Raleigh, N.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Mar 82
Contract No-300-81-0352
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change; *Economic Factors; Employee Attitudes; Industrialization; *Organizational Climate; *Productivity; School Role; *Skill Development; Social Influences; Technological Advancement; *Vocational Education; Work Attitudes; Work Environment
Identifiers-Reindustrialization

This bibliography contains references to approximately 100 articles on productivity and vocational education's role in improving productivity.

Articles, arranged alphabetically by author or title, are further identified by title, place and source of publication, date of publication, and page number(s). A checklist provided in a column in front of the entries denotes whether or not articles contain subject matter that is related to four areas: Skills Improvement, Organizational Climate, Attitudinal Change, and Economic/Social Technological Factors. (YLB)

ED219760 CS207059

Barbatsis, Gretchen S.

The Real-Life-Referent as a Standard for News Perspective Bias.

Pub Date Jul 82

Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bias; *Mass Media Effects; *News Reporting; Research Methodology; Social Problems; *Television; *Television Research

Identifiers-*News Perspective Bias

The concept of news perspective bias necessitates the creation of an empirical standard by which to judge that bias. A study defined and tested a real life referent applicable to planned, sustained news events that have identifiable and accessible participants. The study compared the television news coverage of court ordered busing to achieve racial integration in the public school system of a large midwestern city with the perceptions of the students involved. News content came from the local affiliates of the three commercial television networks, and referent content came from students in a video communication project who were taught to use video equipment and then told to prepare tapes about their experience with the busing. Content categories were developed from both sets of tapes, and the kind and degree of bias was determined by comparing the newscasts to the students' material. Specific results obtained from this data are less important for themselves than for their implications for the concept of the real life referent. Although more difficult to apply than to advocate, the real life referent does directly address important issues of surveillance. (JL)

ED219804 CS207162

English 11: Minimum Essentials.
Prince George School District No. 57 (British Columbia).
Pub Date Mar 81
Note-51p.
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Course Content; *Course Objectives; *English Instruction; Grade 11; *Language Skills; *Learning Activities; Listening Skills; Literature Appreciation; Mass Media; Reading Instruction; Secondary Education; Speech Communication; *Thematic Approach; Vocabulary Development; Writing Instruction

The primary aim of this minimum essentials course guide for grade 11 English is to increase students' confidence and sense of worth by allowing them opportunities to experience success in listening, speaking, reading, and writing. The five goals of highest priority are (1) to help students listen effectively, (2) to help students speak effectively, (3) to foster an interest in reading, (4) to help students develop appropriate skills for writing sentences and paragraphs, and (5) to help students develop wide speaking, listening, reading, and writing vocabularies. To encourage an awareness of society and its values, the following goals were given high priority: to develop in students a range of reading and study skills, to provide students with opportunities for writing various types of prose, to encourage a critical examination of mass media skills, to extend students' knowledge of self and society through literature, and to provide opportunities for students to express themselves creatively. Another set of goals that should be emphasized only after students are well on their way to mastery of the first two sets of goals are primarily based around literature. Five sequential themes appropriate to students' interests serve as focal points around which content and experiences are organized: man and himself, communicating with society, influence of the media, man and his community, and man and his world. The thematic units include thematic concepts, learning outcomes, activities, and some suggested sources. (HOD)

ED219908 EC143189

Dunn, John M.; Morehouse, Jim W.

Data Based Physical Education for the Severely Handicapped.

Pub Date 15 Apr 82

Note-17p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-100).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Modification; *Curriculum; Curriculum Development; *Diagnostic Teaching; Elementary Secondary Education; *Physical Education; Program Descriptions; *Severe Disabilities

The paper provides an overview of a data based physical education program for the severely handicapped which has been developed at Oregon State University's Department of Physical Education in cooperation with the Special Education Department of Teaching Research. Concepts which form the basis of the model include that there is no way of determining the extent to which a student will progress (therefore, no ceiling is placed on the curriculum) and that because of the range of individual abilities among the handicapped all materials must be individually sequenced. The basic learning approach is behavior modification involving cues, the student's behavior, and consequences or reinforcers. A special "Game, Exercise, and Leisure Sport Curriculum" developed to meet the physical education needs of the severely handicapped has sections on the following skill areas: movement concepts, skills found in popular elementary games, physical fitness skills, and popular lifetime leisure skills. The curriculum consists of a series of behavior analyses (task analyses) of basic physical education skills. The instructional team includes a physical or special educator (familiar with the student's movement needs, the student's reinforcement schedule, and language capabilities) and parents (who serve to maintan skills learned in the curriculum through home instruction). A clipboard is established for each student which contains the weekly cover sheet (specifying all programs in which the student is engaged), the consequence list of things that are reinforcing to the student, a language sheet on the level of the student's language complexity, a behavioral sequence sheet, a program cover sheet, and a data sheet. Inservice training to implement the data based system covers specific objectives such as ability to conduct prescriptive physical education programs and knowledge of behavior management and behavioral terminology. An example of one skill (the underhand roll) from the curriculum is outlined. (SW)

ED220007 HE015358

Hixson, Bruce, Ed.

General College Programs and Projects Receiving Outside Financial Support.

Minnesota Univ., Minneapolis. General Coll.

Pub Date Apr 82

Note-38p.

Available from-University of Minnesota, General College, Minneapolis, MN 55455.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Advising; Academic Persistence; Ancillary School Services; Asian Americans; Basic Skills; College School Cooperation; Cooperative Education; Economically Disadvantaged; Educationally Disadvantaged; Education Work Relationship; Employees; *Financial Support; Higher Education; *High Risk Students; High School Students; Improvement Programs; Internship Programs; Low Income Groups; *Minority Groups; *Open Universities; Pacific Americans; Problem Solving; *School Business Relationship; School Community Relationship; Student Problems; Summer Programs

Identifiers-TRIO Programs; *University of Minnesota; Upward Bound

Programs and projects receiving outside financial support at the General College, University of Minnesota, are described in several articles. In "Balancing Career Preparations and Liberal Learning: A Project Funded by the Northwest Area Foundation," Roger Larson describes the extension of General College courses and programs into the business community to serve both employees who did not attend or complete college and regular university students. In "Cooperative Education Helps Link Campus with the Community," Patrick Kroll discusses campus and community bonds that are formed through community internships. Jerry Freeman, in "The Help Center: Higher Education for Low-Income People," describes services offered to students who are both low-income and either a member of a racial minority group or academically disadvantaged. These include academic advising, financial and employment problem solving, and individual and family counseling. In "Act Together and University Day Community Programs for High-Risk Youths," Andrew Nelson discusses a partnership between South High School, Minneapolis, the University of Minnesota, local private businesses, youth service agencies, and the community to coordinate efforts to serve the needs of high-risk youth. Bruce Scheleske and Sharon Scheleske in "Upward Bound," explain the Upward Bound summer residential program of intensive classwork in English, reading, mathematics, and study skills. "The General College Retention Program," by Candido Zanoni, describes efforts to improve retention of Asian/Pacific students. Finally, in "TRIO/Special Services," Thomas Skovholt briefly addresses a project designed to improve the academic performance of economically, educationally, or physically disadvantaged freshmen. (SW)

ED219528 CE033141

Purvis, Johnny R.; Kramer, Patsy

Career Interest Areas Identified by Elementary Students.

Pub Date [82]
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness; *Career Choice; Career Education; Childhood Interests; Elementary Education; *Elementary School Students; Grade 2; Grade 4; Grade 6; *Occupational Aspiration; Relevance (Education); *Vocational Interests
Identifiers-Mississippi

A study was conducted to discover the career interests that second-, fourth-, and sixth-grade students have. The sample included 20 second-, 25 fourth-, and 20 sixth-grade students in 3 schools in Mississippi. The students were administered a questionnaire asking them to rate 12 career areas: artistic, scientific, nature, authority, mechanical, industrial, business detail, persuasive, accommodating, humanitarian, social, and physical performing. The questionnaire was adapted to the age levels of the students. The results showed that the careers that second- and fourth-grade students liked most seemed to focus predominately on subjects that are taught at the elementary level, while the careers least liked by second and fourth graders were occupations that are not part of subjects taught in these grades. The careers least liked by these students are the non-glamorous occupations. Findings for sixth grade students were similar. Based on the results of this study, it was recommended that career awareness be incorporated into the elementary curriculum and that career exploratory activities be initiated through the use of teacher-made or commercially prepared materials. (KC)

ED219628 CE033373

Owens, Thomas R.

Evaluation of the Warm Springs Career Exploration Project.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date Oct 80

Note-124p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*American Indians; Career Development; *Career Education; *Career Exploration; Dropouts; Educationally Disadvantaged; Experiential Learning; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Secondary Education; Vocational Maturity

Identifiers-*Experience Based Career Education; *Warm Springs Career Exploration Project

The Warm Springs Career Exploration Project (WSCEP) is an adaptation of experience-based career education (EBCE) for Native Americans residing on the Warm Springs Indian Reservation. The project served as a full-time program for American Indian students aged 16-19 who had dropped out of school, and also served as a part-time career development program for Indian students attending Madras High School. About 50 students were enrolled in the program during the first year. An evaluation of the program was conducted after the first year, using the following assessment instruments: Standard Assessment System, Sequential Test of Educational Progress (STEP), counselor's rating form, work supervisor's rating form, Youthwork battery, student entry questionnaire, staff time log, student end-of-project questionnaire, learning manager interview, student case study interview, EBCE process checklist, parent interview, employer interview, and program completion survey. The evaluation findings showed that the WSCEP students did not demonstrate greater knowledge of occupations available on the reservations, did not show a greater understanding of how to prepare for a career, did not demonstrate greater self-confidence and skill when talking with adults, and did not show greater vocational maturity or greater understanding of job holding skills than a comparison group. Reasons advanced for failure to meet these project objectives centered around students' low level of attendance at the program and staff turnover during the project start-up. Students, parents, and employers felt that the opportunity to explore careers was a major strength of WSCEP and that the program ought to be improved and continued. (KC)

ED219696 CG016120

Abston, Nathaniel, Jr.; Wesley, Andrea L.

The Relationship between Assertiveness and College Satisfaction in a Multicultural Population.

Pub Date Mar 82
Note-9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Assertiveness; *Black Students; College Students; Comparative Analysis; Higher Education; Participant Satisfaction; Personality Traits; *Racial Differences; *Student Adjustment; *Student Attitudes; Student Characteristics; *Student College Relationship; White Students

The changing ethnic population of college students presents a need to assess college satisfaction, particularly in view of the increasing numbers of black students attending predominantly white colleges and universities. The relationship between assertiveness and college satisfaction was studied in a multicultural population of 23 black and 23 white college students who completed the College Self Satisfaction Questionnaire and the College Self Expression Scale. Statistical analyses did not support the hypothesis of a significant relationship between assertiveness and satisfaction. In addition, no statistically significant ethnic differences were found for assertiveness. Black students did, however, achieve higher scores than white students on the assertion measure. Black students were significantly less satisfied with their college experience, confirming previous research. The findings suggest that assertiveness and college satisfaction may be inversely related. (Author/JAC)

ED219867 EA014918

Thorkildsen, Ron

A Microcomputer/Videodisc System for Delivering Computer Assisted Instruction to Mentally Handicapped Students.

Pub Date Jul 82

Note-2p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction; Computer Oriented Programs; Educational Media; Elementary Secondary Education; *Mental Retardation; *Microcomputers; *Special Education; *Videodisc Recordings; *Video Equipment

The Interactive Videodisc for Special Education Technology Project being conducted at Utah State University is developing and field testing a system to provide computer-assisted instruction to mentally handicapped students. The system combines an industrial videodisc player, an Apple II microcomputer with two floppy disc drives, a color monitor with a touch panel, and instructional programs utilizing prepared videodiscs. The system presents audio instructions to the student and displays a visual image on the monitor. The student can respond by touching the image of an object displayed on the monitor screen. The touch panel determines the coordinates of the object touched, triggering the next step in the program. Six instructional programs have been developed and are currently being field tested. (Author/PGD)

ED219972 FL013186

English as a Second Language and Bilingual Education. Foreign Languages in Virginia Schools, No. 8.
Virginia State Dept. of Education, Richmond. Foreign Language Service.
Pub Date Sep 81
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education; Curriculum; Educational Policy; Educational Resources; Elementary Secondary Education; *English (Second Language); *Second Language Instruction; Student Placement; Teaching Methods
Identifiers-*Virginia

An overview of English as second language (ESL) instruction and bilingual education in Virginia public schools is presented. The topics discussed are: program philosophy; definitions; legal responsibilities; identification, placement, and orientation of students; instructional approaches, including tutorial, cluster, classroom ESL, high intensity language training, and bilingual education; curriculum and instructional methodology; teaching materials and resources; program personnel; exit criteria; credit for ESL courses; graduation requirements; and financial assistance for limited English proficient students. Samples of administrative forms used in various school districts are appended. (RW)

ED219991 HE015229

Olliver, James

The States and Independent Higher Education: Policies, Programs and Planning for the 1980s. A Research Report from the State-National Information Network.

National Inst. of Independent Colleges and Universities, Washington, DC.

Pub Date Apr 82

Note-21p.

Available from-National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Planning; College Students; Comparative Analysis; *Financial Support; *Government School Relationship; Higher Education; *Private Colleges; *Public Policy; *State Aid; State Programs; State Surveys; *Student Financial Aid

Policies, programs, and planning pertaining to the state-private college relationship in the 1980s are examined. The types of state support and policy implications of the funding options are outlined, and a compendium of the different programs in the states is presented. The popularity of the large public-independent need-based programs (e.g., New York, Illinois, and California) gave way in the late 1960s and early 1970s to need-based programs for independent college students only (e.g., South Carolina and Indiana), and to degree reimbursement programs (e.g., Oregon, Michigan, and New York). Later in the decade of the 1970s non-need-based aid to independent colleges became popular (e.g., North Carolina, Virginia, and Florida). A fourth approach, actually a variation of earlier themes, is the evolving pattern of formulas that tie the funding level for the independent sector (either institutional or student aid) to the per student support in the public sector. Specific types of state support for independent colleges/students are identified under the categories of direct institutional aid, indirect institutional aid, and student aid. In outlining the policy implications of the various funding options, the underlying assumption is that states develop funding programs in light of clear state purposes and a detailed understanding of the role and condition of the independent sector. The compendium of the different programs in the states provides an overview of the range and extent of support available to independent colleges, and students attending them. This listing provides brief program descriptions and funding levels. Planning issues include: the way the independent sector is involved in planning, data collection, program review and approval, and accountability. (SW)

ED219509 CE032786

Sullivan, Roger

A Trend to Explore in Adult Education: The White Collar Employee. The Corporation. The Education Provider/Vendor.

Pub Date [81]
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education; *Continuing Education; Industrial Training; *Inplant Programs; Lifelong Learning; *Off the Job Training; *Staff Development; *White Collar Occupations

The role of the corporate white collar worker is changing to become more complex and technically oriented. As the white collar work force is becoming more educated and accepting the idea of lifelong learning as the key to personal and job growth, the corporate community is recognizing the fact. Corporations are beginning to revise their approach to education and training to meet a fast growing increase in training and education needs and to realize that skills in other than "job-related" areas are justified. Providers of education continue to expand, with private education vendors turning to the corporation as a primary client. Increasingly, workers see the corporation as an expected provider of lifelong education to parallel the personal adult education these same workers are participating in on their own and in the community. The corporation can either provide its own internal (and costly) shadow education system, or it can create an option mix system using both internal and education vendor offerings according to what is most effective for each circumstance. There is a growing need for a program to provide a point of interface between the corporate educator and the education vendor. Its services would include an information gathering system, workshop/conference service, and information distribution service. (YLB)

ED219720 CS006749

Sulzby, Elizabeth

Real Versus Make-Believe Differences in Told and Dictated Stories by Kindergarten Children.

Spons Agency-National Council of Teachers of English, Urbana, Ill. Research Foundation.; National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Grant-NIE-G-80-0176

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Beginning Reading; *Fantasy; Imagination; Kindergarten Children; *Reading Ability; *Reading Research; Sentence Structure; *Story Telling

Identifiers-Contextual Analysis; *Story Grammar; *Syntactic Complexity

A study required children to tell and to dictate stories that were real and make believe, all about the same basic topic, as part of things people do when they "write a story." A further purpose was to explore the reading knowledge of children who are just beginning to read. Children's reading attempts for these stories were used to evaluate their emergent reading ability in order to test whether there was a relationship between emergent reading ability and the structural "well-formedness" of the stories. Three language productions were obtained: a told story, a dictated story, and a handwritten story. The transcriptions were scored according to (1) the completeness of context (degree of specificity), (2) adapted production story grammar (structural complexity), and (3) emergent reading ability. The contextual analysis gave support to the claim that children will produce real stories that are more scriptlike and predictable, whereas they will elaborate more upon make-believe stories. There was also some indication that the make-believe stories contained more of the elements of a well-formed story. Furthermore, these elements were more highly specified, or more understandable to a nonpresent audience. When overall structural complexity was judged, however, there were no differences for topic (real versus make-believe) or for mode (told versus dictated), nor was there a regression of emergent reading abilities upon structure. (HOD)

ED219783 CS207131

Grunig, James E.

Communication Behavior of Washington Reporters on Business Policy Issues.

Pub Date Jul 82

Note-37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns; *Bias; *Business; Communication Research; *Media Research; Newspapers; *News Reporting; Research Methodology; *Role Perception

A study was conducted to determine how Washington, D.C., reporters cover business policy issues and to explain why they report this news as they do. The study used J. Grunig's situational theory of communication behavior as a basis for developing a typology of Washington reporters based upon their perceptions of four business policy issues. A sample of 160 reporters responded to questions that measured problem recognition, level of involvement with each issue, recognition of reporting constraints, and a presence of a referent criterion, both for themselves and as they perceived their readers would respond. Canonical correlation identified five reporter publics, two which appeared to be motivated by individual information needs, one which followed its personal information needs so long as it believed the news also met reader information needs, and two that seemed to be controlled by institutional factors, reporting news that they thought affected everyone or that they thought would interest their readers. Only one reporter public, termed science environmental reporters, had a consistent antibusiness bias. The findings suggest that Washington reporters do not cover negative aspects of business because they dislike business, rather they pay little attention to business until its behavior affects their readers. (FL)

ED219826 CS503918

Honeycutt, James M.; Norton, Robert W.

The Couple Versus the Spouse as the Unit of Analysis in Marital Research. Revised.

Pub Date 26 Aug 82

Note-29p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cluster Analysis; *Communication Research; Higher Education; Individual Differences; *Interaction; Multivariate Analysis; *Research Problems; *Scoring; *Spouses; *Systems Approach

Traditionally the unit of analysis in marital research has been the individual spouse. More recently the marital relationship has often been defined as a process of interaction and dynamic exchanges such that spouses have autonomous needs as well as corporate needs for interdependence. Thus modern systems theory heightens the importance of both individuals. A structural analysis of the marital dyad consists of two types in which the aim is to determine whether relationships found at the group level are the same or different from relationships within separate group components. The problem in the analysis is the treatment of the couple's score so that the couple's score is not merely a high/low spouse score in which sex effects are unaccounted for. Scores may te summed for the husband and wife and divided by two (summation score), or scores may be calculated to take into account the differences between each spouse's individual scores (dispersion scores). Using both these scores as the unit of analysis in a study of marital happiness and communicator images among 40 married couples, it is evident that the dispersion score can reveal an effect for the degree of a couple's agreement on marital happiness and not the level of happiness. In short, a reliance solely on individual or couples' analyses excluded some information. Therefore, the reporting of individual and couples' scores when a couple's analysis is used is often needed in order to give a full picture of the couple's agreement on the criterion variable and their rank on the criterion. However, in some situations depending on the exact research question, a summation score or dispersion score may solely be used. (HOD)

ED219847 EA014765

Lawton, Johnny

A Study of Teacher Mobility at Lincoln High School, 1974-1980 [and] 1981.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Report No-SP81-107-81-05; SP81-107-82-05

Pub Date 81

Note-59p.; Two documents combined for one entry.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement; Low Achievement; Secondary Education; *Teacher Characteristics; *Teacher Transfer

Identifiers-Dallas Independent School District TX

The Lincoln High School Renewal Project, funded from 1974 to 1980, sought to find ways of raising the achievement levels of lower-income, low-achieving students in the Dallas Independent School District. As part of the project, this study measured the mobility and experience of teachers at Lincoln High School for each year of the project, and provided a demographic profile of teachers who remained and teachers who left, in hopes of finding a direct relationship between achievement level and teacher mobility. The sample consisted of teachers who had a contract with the Dallas Independent School District and taught at Lincoln High School. Data were extracted from personnel forms, research reports, yearbooks, staff directories, and various other school reports. A second study on the mobility of Lincoln High School teachers was conducted during the 1980-81 school year. The results of the two studies were then compared. Although no direct relationship could be drawn between the achievement level of Lincoln High School students and teacher mobility, one constant variable of significance was found--that Lincoln High School students tended to be low-achieving, low-income students and Lincoln High School teachers tended to be inexperienced and highly mobile. (Author/LL)

ED219888 EA014982

The Chicago Safe School Study. A Report to the General Superintendent of Schools.

Chicago Board of Education, IL. Center for Urban Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Aug 81
Grant-NIE-G-79-0048
Note-473p.; Includes "Volume II: Methodology." Some pages in Volume II may not reproduce well due to light print in original document.
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Administrator Attitudes; Age; *Delinquency; Discipline Policy; Graphs; Individual Characteristics; *Juvenile Gangs; Principals; Questionnaires; Race; Research Methodology; *School Security; School Surveys; Secondary Education; Sex; *Stealing; Student Attitudes; Tables (Data); Teacher Attitudes; Victims of Crime; *Violence
Identifiers-*Chicago Public Schools IL; National Safe School Study; Weapons

Using survey questionnaires and interviews, researchers studied student and teacher victimization in the Chicago (Illinois) Public Schools in 1979-80. Survey samples included 94 to 600 principals and 1,413 of 24,000 teachers in the school system and 12,882 of the 240,000 students in grades 7-12; 600 of the students were also interviewed. Data were gathered on assaults, thefts, and robberies; problems involving street gangs; attitudes and perceptions about school crime; and recommended solutions. Variables covered included age, sex, race, grade level, victim or nonvictim status, location and other characteristics of crime, reporting of crimes, feelings of safety, expectations of criminal incidents at school, unsafe areas, weapons in school, and school or district attended within the school system. Volume I of this two-volume report describes the survey and presents data, conclusions, comparisons with the National Safe School Study, and recommendations. Among its findings are that thefts hit one-quarter of the students and teachers and that assaults victimize 3 percent of students and 2 percent of teachers. Respondents' recommendations center on a firm and consistent disciplinary policy. Volume II of the document discusses the methodology and provides copies of the questionnaires and data from pretest, absentee, and interviewee samples. (Author/RW)

ED219950 FL013136

Foidart, Donald

French Immersion Programmes in Manitoba: An Evaluation. Final Report.

CERECO Inc. (Centre for Research and Consultation), Winnipeg (Manitoba).
Spons Agency-Manitoba Dept. of Education, Winnipeg.
Pub Date Apr 81
Note-276p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Academic Achievement; Bilingual Education; Elementary Secondary Education; English; Foreign Countries; *French; *Immersion Programs; Language Proficiency; Language Skills; Mathematics; *Program Evaluation; *Second Language Learning
Identifiers-*Manitoba

Achievement in French and English language skills and in mathematics is compared among groups of immersion students in Grades 3, 6, and 9 in the province of Manitoba. Comparisons are also made between these groups of immersion students and a sample of students whose native language is French. Different types of programs (early and late, total and partial) offered in different settings are considered in the study. The parents, teachers, and principals of students in the study were asked to respond to questionnaires designed to provide additional information on French immersion programs in Manitoba. The study indicates that the immersion students perform as well as, or better than, the national norms in English and mathematics. French immersion programs have no negative effects on achievement in those subjects. In French language achievement and proficiency, the early total immersion program in an immersion setting produces the best results. The type of program and the setting influence French language development: students in an immersion setting and in a total immersion program obtain higher scores than those in an English setting or in a partial immersion program. (Author/AMH)

ED219547 CE033236

Care for the Retarded, 1981. Hearings before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session on Oversight on the Effects of Deinstitutionalization of Mentally Retarded Citizens (Hartford, Connecticut, April 14-15, 1981).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Pub Date 82
Note-201p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Community Programs; *Deinstitutionalization (of Disabled); Developmental Disabilities; Group Homes; Hearings; Institutionalized Persons; *Mainstreaming; *Mental Retardation; Moderate Mental Retardation; *Program Effectiveness; Residential Programs; Severe Mental Retardation; *State Programs
Identifiers-Congress 97th; *Connecticut; Title IX Education Amendments 1972

This document is a transcript of hearings conducted in Hartford, Connecticut, before the United States Senate Subcommittee on the Handicapped on the effects of deinstitutionalization of the mentally retarded. The bulk of the testimony was given by Connecticut officials and leaders in the mental health field. They presented evidence and case histories about the progress that has been made in closing mammoth state hospitals and placing the former residents in apartment and group homes in communities throughout the state. They indicated that many of the former hospital patients had made good adjustments and were being accepted by the community. In opposition to the state's official deinstitutionalization policy, parents of more severely retarded children testified that they want some larger facilities for the mentally retarded to remain open. They are involved in lawsuits to stop the state from closing some of the intermediate-sized facilities which they feel are the only realistic living arrangements for their children. They fear that deinstitutionalization would lead to ridicule and abandonment in a community setting. (The hearings were a prelude to eventual consideration of reauthorization of Title IX legislation.) (KC)

ED219566 CE033268

Minnesota Super-Insulation Housing Curriculum.

Hennepin Technical Centers, Minneapolis, Minn.; Minnesota State Dept. of Education, St. Paul.; Minnesota State Dept. of Energy, Planning and Development, St. Paul.

Pub Date [81]

Note-323p.

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Building Design; *Building Innovation; Building Trades; Construction (Process); *Construction Materials; Consumer Economics; Curriculum Guides; *Energy Conservation; Housing; Postsecondary Education; Trade and Industrial Education

Identifiers-*Insulation

This superinsulation housing curriculum consists of 14 sections that focus on showing how many household energy problems can be solved through modifications in the methods and materials used to build homes. Section 1 is an overview of low energy housing. The next 13 sections present the content of the curriculum. In addition to narrative informative materials, extensive tables, charts, and figures are provided. All sections, with the exception of section 7, conclude with a bibliography or references (section 9 only). The sections cover Introduction to Superinsulated Construction, Infiltration, Walls, Attic, Foundations, Windows, Entrances, Indoor Air Pollution, Air-to-Air Heat Exchangers, Heating and Cooling Systems, Superinsulation Economics, Marketing Superinsulation, and Consumerism. Appendixes include a Marketing Assistance Package (ideas for publicizing the curriculum), Target Audience Identification, and listing of Superinsulation Curriculum Slides. (YLB)

ED219587 CE033301

Youth Unemployment in the Summer of '82. A Survey of 125 Cities.
United States Conference of Mayors, Washington, D. C.
Pub Date 26 Apr 82
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents; Career Education; Federal Aid; *Federal Programs; Minority Groups; National Surveys; Program Effectiveness; *Unemployment; Urban Areas; *Urban Youth; *Youth Employment; *Youth Programs
Identifiers-*Summer Youth Employment Program

A survey of major United States cities assessed the severity of youth unemployment problems and effects that cuts in the Summer Youth Employment Program (SYEP) will have on those problems. Information was received from 125 cities (72%). Three of four cities reported overall youth unemployment rates of 11-30%. Minority youth unemployment rates were higher than the overall rates, averaging almost 40%. Ninety-one percent of the cities reported that SYEP allocations for the summer were below those received the previous one. Almost 90% of the cities planned to serve fewer youth. Eighty-six percent of the cities did not anticipate any other public funds to compensate for SYEP losses. Cities estimated that over half of all eligible youths would remain unserved in summer 1982. Two of three cities indicated youth served will experience effects of funding cuts. Over half of all cities feared increased youth crime as a result of SYEP reductions. One-fourth of local officials believed that summer unemployment problems would increase the number of school dropouts. Over 80% of the cities believed proposals to shift program responsibility to the state level would produce adverse effects. (A list of the survey cities and the survey are appended.) (YLB)

ED219608 CE033341

Gassman, Roberta; Deutsch, Nancy

Increasing Options through Life/Work Planning. For Teachers and Counselors to Use with Young People Ages 13-18.

Wisconsin Univ., Madison, Univ. Extension. Women's Education Resources.

Spons Agency-Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Pub Date Jan 81

Note-130p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adolescents; Behavioral Objectives; Career Choice; *Career Education; Career Exploration; *Career Planning; *Decision Making; Elementary Secondary Education; Employment Potential; Guidelines; Instructional Materials; Learning Activities; Learning Modules; Planning; *Self Evaluation (Individuals); *Values

Identifiers-*Goal Setting; *Life Planning

This instructional package contains a facilitator's guide, eight learning modules, and 39 handouts for teachers and counselors to use in a program to help adolescents increase their options through life/work planning. Outlined in the facilitator's guide are the nature and importance of life planning; the content, organization, and level of materials provided in the modules; and materials needed and supplemental resources suggested for the program. The modules deal with the following topics: introduction to life planning, coming to know oneself, life decision making, exploring expanded life roles, identifying one's skills, relating values to employment, investigating occupations, and setting life goals. Included in each module are a rationale, objectives, a list of materials needed, suggested time limits for the module, step-by-step instructions for each workshop activity, and all handouts for the module. Recommended for use with students in grades 7-12, the modules utilize an experiential and participatory approach. (MN)

ED219649 CE033506

Fulkerson, Dan

Residential Solar Systems.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 82
Note-198p.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Air Conditioning; Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; *Heating; Housing; *Learning Activities; Postsecondary Education; *Solar Radiation; Teaching Methods; Technical Occupations; Test Items; Transparencies; *Units of Study; Vocational Education

This publication contains student and teacher instructional materials for a course in residential solar systems. The text is designed either as a basic solar course or as a supplement to extend student skills in areas such as architectural drafting, air conditioning and refrigeration, and plumbing. The materials are presented in four units covering the following topics: fundamentals of solar systems; active solar heating systems; load calculations and solar cooling; and passive solar and other solar concepts. Each unit contains a unit objective, specific objectives, suggested activities, and instructional materials, such as an objective sheet, information sheet, transparency masters, assignment sheets, answers to assignment sheets, job sheets, a unit test, and answers to the test. Suggested references are listed, and the units are liberally illustrated. (KC)

ED219673 CG016096

Stamm, Martin L., Ed.

Job Preparation, Selection, Performance, Retention: A Guidebook for Middle and High School Students with Special Needs.

Central City Community Mental Health Center, Los Angeles, Calif.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 80

Note-28p.; Some pages are of marginal legibility due to small print size. For related document, see CG 016 097.

Available from-Guidance Awareness Publications, Box 106, Rancocas, NJ 08073 ($3.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Counselor Role; Employment Interviews; *Employment Opportunities; Employment Qualifications; *Job Application; *Job Search Methods; *Learning Disabilities; Occupational Information; *Part Time Employment; Secondary Education; *Student Employment

The purpose of this guidebook is to give students, parents, and teachers some direction in helping middle and high school students find employment during their secondary school years. Suggestions for specific jobs where employers are sensitive to the needs of students who have experienced learning disabilities are made. Sources of information about finding jobs are listed and the role of the school counselor is emphasized. The guide also gives advice on completing employment forms along with samples. The basic rules of keeping a job are discussed, including being on time, dressing properly, following directions and rules, and having the appropriate credentials. A self-rating scale for job preparation skills is also included. (JAC)

ED219740 CS006776

Cimbalo, Richard S.; Siska, Bonnie Lou

The Isolation Effect in Simultaneously Presented Lists of Different Lengths.

Pub Date Apr 82
Note-11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 14-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; Higher Education; *Learning Processes; *Memory; *Reading Comprehension; *Reading Research; *Visual Learning
Identifiers-*Isolation Effect

A study tested the theory that an item that stands out from its background is better remembered than one that is similar to the background (the isolation effect). Specifically, the study examined whether the isolation effect would be greater when there was a larger and more confusing mass of background items, whether position of the isolated item would enhance memory for it and its surrounding items, and whether varying its position in a list would affect memory. Subjects, 44 college students, were presented with 12 lists of consonants on an overhead projector. Isolation of items was achieved by printing them slightly larger than other items on the lists. ANOVA was used to assess the number of list items and the number of isolated items each subject recalled. The factors analyzed were (1) type of isolate; (2) scoring (letters correct only if in correct position--strict scoring--and letters correct if recalled in any position--lenient scoring); (3) list length (9, 11, and 13 items); and (4) isolation (isolated and unisolated trigrams). Results showed that the isolation effect was in evidence and, at least for lenient scoring procedures, support the theory that the effect increased with increases in list length. This theory was not supported with strict scoring procedures, however. The findings suggest that isolation of an item improves item memory in proportion to its list length or weakness, but not position. (FL)

ED219761 CS207064

Mamchur, Carolyn
The Reluctant Learner.
Pub Date Apr 82
Note-15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (1st, Minneapolis, MN, April 15-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Style; Elementary Secondary Education; *English Instruction; *Learning Modalities; Listening Skills; Multisensory Learning; Personality Traits; *Student Attitudes; *Teaching Methods; *Underachievement
Identifiers-Jung (Carl G); *Reluctant Learners

Carl Jung labeled people who use sensing or intuition as a preferred function for dealing with their environment as "perceiving" types who prefer to process information, and those whose dominant function is thinking or feeling as "judging" types who prefer to make decisions. The outstanding quality of perceiving types is their flexibility, and for judging types it is a sense of responsibility and order. The highest school drop-out rate can be found among sensing perceiving (SP) learners. This type of personality, driven by a need to be totally free and to live for the moment, is relatively unmotivated by long term goals. Lock such a freedom-oriented being into a super structure such as a school and the result is a natural resistance and resentment so powerful as often to prevent any learning. The SP is labeled dumb, stubborn, lazy, hyperactive, or withdrawn. One such SP student, when interviewed about her English class, stated that she hated having to write rambling essays and looking for the hidden meanings in literature and poetry. She wanted unscheduled, nonintuitive, relevant, specific here-and-now learning. She also enjoyed just listening to discussions. Schools must accommodate this learning style with instructional techniques that appeal to the sense by varying routines, by allowing physical movement, and by acknowledging that students can and do learn by listening, not just participating, in discussions. (HTH)

ED219930 FL013035

Degenhart, R. Elaine; Bond, Carol

FLIP: French Language Intensive Program.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-10p.

Available from-Not available separately; see FL 013 032.

Document Not Available from EDRS.

Descriptors-Course Descriptions; *Creative Teaching; Educational Innovation; *French; High School Seniors; *Intensive Language Courses; Secondary Education; *Second Language Instruction; *Second Language Programs; Teaching Methods

Identifiers-Illinois

A census of secondary schools in Illinois as well as in the nation has revealed that less than 25% of the students are enrolled in foreign language classes. While most secondary schools in Illinois offer some foreign language instruction, there are small rural schools that are unable to offer a solid program. The French Language Intensive Program (FLIP) was designed especially for students in these schools. This program was offered to seniors and was held during an entire academic year. During this time 2 years of an ordinary high school French course were covered. The class met for 3 hours each day and included a variety of activities designed to enable the students to use the language and engage their attention. Communication activities centered on the cultural focus of the course, the French-speaking world, and situations of interest to the students, as well as drills and questions based on the text materials. Among the results of the class were the progress in the student's ability to express themselves in French and the ease with which they acquired reading skills. This class was held in pleasant surroundings apart from the regular school setting. Although this is a plus-factor, the key to its success was long and careful advance planning. (AMH)

ED219973 FL013187

Galang, Rosita G.

Native Language Assessment of Asian-American Students.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jun 82

Note-22p.; Prepared under Cooperative Agreement 00-CA-80-0001.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Asian Americans; Bilingual Students; Communicative Competence (Languages); Elementary Secondary Education; Equal Education; Language Dominance; *Language Proficiency; *Language Skills; *Language Tests; Student Evaluation; Test Construction; Test Reviews; Uncommonly Taught Languages

Identifiers-*Asian Languages

Problems and issues in the field of native language proficiency assessment for Asian American students are examined. Language skills assessment in both English and the native language is a crucial step in the provision of equal educational opportunity to language minority students. Language assessment for Asian Americans, the fastest growing group of language minority students in the United States, should evaluate language preference, proficiency, and dominance. A severe lack of language assessment instruments dealing with Asian language was revealed by a review of the available language tests for bilingual students. The few tests available have not been systematically evaluated or disseminated. Among the many controversies surrounding language testing is the increasing emphasis on communicative competence as opposed to linguistic skills. Despite the new emphasis on communicative competence, most tests consist of discrete items that evaluate subskills and skill components. Suggested future directions for research and test development include the distinction between discrete point and integrative tests, a theoretical framework for communicative competence, and a more systematic evaluation of existing tests. The cultural and linguistic diversity of Asian American students complicates the task of meeting their educational needs. A glossary and references are appended. (RW)

Crosson, Patricia H.; Adams, Charles S.

Map of the Field--Higher Education Research at the State Level. AIR Forum 1982 Paper.

Pub Date May 82
Note-29p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability; Economic Factors; Educational Finance; Educational Research; Governance; Government School Relationship; *Higher Education; Institutional Research; Policy Formation; Political Influences; *Public Policy; Research Design; *Research Utilization; State Aid; State Colleges; *State Government; Statewide Planning; *Theories
Identifiers-*AIR Forum

A map of the field of higher education at the state level is presented that defines theoretical and conceptual frameworks, approaches to analysis, research designs, and methodologies that have been used in the study of the relationships between state governments and institutions of higher education or of state policy structures and processes. Sixty-eight research studies completed between 1970 and 1981 are analyzed and categorized as disciplinary or policy research as well as according to their implicit or explicit use of theory as explanation, as a principle of data selection, as description, or as prescription. This map provides a starting point for the development of cumulative knowledge about the ways theory has and has not been used as a basis for the study of higher education at the state level, or the use of theory in all higher education research. Eleven research studies were found that used theory as an explicit part of their effort to explain some aspect of higher education at the state level. All of these drew on concepts from economics but also incorporated organizational open systems theory derived from sociology, and some of the studies examined some aspect of the political or policy-making process. Twenty studies explicitly used theories and conceptual frameworks for the selection and interpretation of facts, and 17 were rooted in political science theories and concepts. Eleven studies were descriptive and provide information on the current status of state level organizational structures or practices, and do not explicitly use theoretical or conceptual frameworks for selecting information. Twelve studies conform closely to James Coleman's (1972) definition of policy research. Nine selections were classified as interpretive. A bibliography is appended. (SW)

ED220040 HE015399

Whipple, Thomas W.; Muffo, John A.

Adjusting for Nonresponse Bias: The Case of an Alumni Survey. AIR Forum 1982 Paper.

Pub Date 19 May 82

Note-23p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alumni; Attitude Measures; College Graduates; College Programs; *Graduate Surveys; Higher Education; Institutional Research; Participant Satisfaction; Program Evaluation; *Questionnaires; *Research Problems; *Responses; Response Style (Tests); Sampling; *Statistical Bias; Time; Urban Universities

Identifiers-*AIR Forum; Cleveland State University OH; Mail Questionnaires

A method of adjusting for bias due to nonresponse to an alumni survey is demonstrated, based upon analysis of data from both on-time and late respondents. The responses are opinions of 254 alumni regarding how they rate their recently completed program of study within a college of an urban university. As part of the university's curriculum review process, a questionnaire was developed to obtain alumni ratings of their degree program. Twenty-two questionnaire items were selected from the University of Illinois' Program Evaluation Survey (Smock and Hake, 1977), and five demographic questions and a final "would you recommend the program?" question were added. Subjects had received an undergraduate or graduate degree during the last 5 years. It was found that on-time and late respondents differed significantly in their attitudes toward specific aspects of the academic program. Adjustments were made in the average ratings to correct for these differences. In addition, after allowing for random sampling errors, the unadjusted results were contrasted with the adjusted ones. The findings demonstrate that for certain responses, the adjustments were relatively minor, while for other questions the changes were quite significant. In eight cases, the adjusted ratings were significantly less critical of the program than were the unadjusted ratings, based only on the responses of on-time respondents. It is suggested that the increasing reliance on alumni responses to mail questionnaires and their use in the internal review and decision-making process of universities make proper analysis of the data crucial to institutional researchers. The literature on survey nonresponse is also reviewed. (SW)

ED220057 HE015416

Hackman, Judith Dozier

Seven Maxims for Institutional Researchers: Applying Cognitive Theory and Research. AIR Forum 1982 Paper.

Pub Date May 82
Note-26p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes; Cognitive Style; College Administration; College Planning; Computer Oriented Programs; *Data Analysis; Data Collection; *Decision Making; Higher Education; *Information Needs; *Institutional Research; Models; Policy Formation; Research Design; *Statistical Data
Identifiers-*AIR Forum

Seven potentially useful maxims from the field of human information processing are proposed that may help institutional researchers prepare and present information for higher education decision-makers. The maxims, which are based on research and theory about how people cognitively process information, are as follows: (1) more may not be better; (2) augment humans with models; (3) chunk data wisely; (4) know decision makers; (5) heuristics are not always helpful; (6) arrange tables by patterns; and (7) negative evidence and new hypotheses are okay. Cognitive findings underlying each maxim are given, with concrete examples of how institutional researchers can apply the maxims to improve the collection, analysis, and especially the presentation of information for academic decision-makers. In regard to maxim 1, it is suggested that researchers should remember that people have difficulty combining more than six or seven bits of information at a time, without some kind of decision aid. The use of computer models for a limited range of structurable and semi-structurable academic decisions is probably the major application of maxim 2 currently found in universities. Three of the most frequently used heuristics are examined: availability, representativeness, and anchoring and adjustment. Four guidelines for arranging tables are as follows: round to four significant digits, use row and column averages or totals, present the main pattern of data in columns, and order the rows and columns by some measure of their size. It is suggested that when decision-makers remain open to alternative solutions and disconfirming evidence, their decisions may be more effective. (SW)

ED219529 CE033142

Blanton, William

Microwave. Instructor's Edition. Louisiana Vocational-Technical Education.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.; Louisiana State Vocational Curriculum Development and Research Center, Natchitoches.

Pub Date 79

Note-191p.

Available from-Vocational Curriculum Development and Research Center, P.O. Box 1159, Natchitoches, LA 71457 ($10.00).

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Behavioral Objectives; Citations (References); Educational Resources; *Electronic Equipment; *Electronics; *Job Skills; *Learning Activities; Occupational Tests; Postsecondary Education; State Curriculum Guides; Technical Education; *Telecommunications; Vocational Education

Identifiers-Louisiana; *Microwave Technology

This publication contains related study assignments and job sheets for a course in microwave technology. The course is organized into 12 units covering the following topics: introduction to microwave, microwave systems, microwave oscillators, microwave modulators, microwave transmission lines, transmission lines, detectors and mixers, microwave antennas, Smith Chart, microwave receivers, microwave transmission path calculations, and multiplex. Each related study assignment consists of student objectives, introduction to the topic, references, and study questions. Job sheets contain an objective; job information; tools, materials, and equipment needed; references; precautions; procedure for doing the job; and job questions. Line drawings are provided for these materials. This instructor's edition also contains tests for each unit and answers to the study questions. (KC)

ED219697 CG016121

Teich, Alan; Peregoy, Peter

Partial Controllability in a Learned Helplessness Paradigm.

Pub Date Mar 82

Note-8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orelean, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns; College Students; Emotional Problems; *Helplessness; Higher Education; Paranoid Behavior; *Performance; *Psychological Patterns

According to the learned helplessness hypothesis, organisms exposed to uncontrollable events learn the independence between their responses and environmental outcomes. This learning is believed to interfere with subsequent behavior. To further examine the dimension of uncontrollability, 48 college students were given solvable, unsolvable, or no-pretreatment anagrams in varying percentages. All received 20 solvable anagrams immediately following pretreatment. The inclusion of partial-control groups in a learned helplessness model seemed to indicate that some degree of controllability enhanced initial performance compared to the group receiving no control, but had a deleterious effect on performance compared to a group with complete control. Data also seemed to indicate that the group receiving no pretreatment initially performed as poorly as the no-control group. This finding is inconsistent with the hypothesis. (JAC)

ED219805 CS207163

Dunlap, Louise

Teaching Writing in a Professional Discipline: "Process" as a Key Concept for City Planning.

Pub Date Mar 82

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperative Planning; *Cooperative Programs; Graduate Study; Higher Education; Program Descriptions; *Program Development; Teacher Response; *Technical Writing; *Urban Planning; Writing Evaluation; *Writing Instruction

A city planner's writing is usually not "technical" in the sense that the writing of engineers is technical. In each planning genre, extremely complex information, some of it "technical"--numbers, projections, and so forth--must be communicated clearly. For the professional planner, there are often severe time constraints and the need to proceed quickly while one's mastery of the subject is still incomplete. At the same time, working planners can count on a multiple audience of which at least one faction may be skeptical or even hostile. The writing program for master's degree candidates in city planning at M.I.T., 2 years of core and specialized courses ending in a thesis or client report, attempts to foster quality writing. Every course requires writing. The first semester core course, the Planning Process, requires 8 to 10 pages every 2 or 3 weeks. An illustration of the objectives of the course and the program as a whole is a single writing assignment, which aims to have students take and articulate a strategic stand in a highly uncertain and complex situation. This collaborative writing program has proven to be successful for a number of reasons, among them the course's high visibility among students, its faculty support, the vitality of the students themselves, and shared assumptions between the writing and planning disciplines about the theories of process. Finally, the cooperative writing program is successful through the process of continuing development. Because the program was developed in conjunction with the master's program in city planning, the core course changes radically every few years. (HOD)

ED219868 EA014919

Ricketts, Dick

Professional Computer Education Organizations--A Resource for Administrators.

Pub Date Jul 82

Note-6p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Administrator Role; Computer Programs; Computers; *Computer Science Education; Elementary Secondary Education; Information Dissemination; *Professional Associations; School Effectiveness

Professional computer education organizations serve a valuable function by generating, collecting, and disseminating information concerning the role of the computer in education. This report touches briefly on the reasons for the rapid and successful development of professional computer education organizations. A number of attributes of effective schools are listed along with ways in which computers can enhance these characteristics. The value to the school of the administrator's supporting the participation of school staff members in professional organizations is emphasized. The effective cooperation between the San Mateo County (California) Office of Education and the professional organization, Computer-Using Educators, to create a software library for educational use serves as an example of the mutual benefits obtainable. Addresses are provided for three international computer organizations of interest to elementary and secondary level educators. (PGD)

ED219909 EC143190

Quinn, Sue Ann

Individualized Education Programs--How Much Time Do They Take?

Pub Date Apr 82

Note-130p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-A4). Master's Thesis, The State University of New York at New Paltz.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Compliance (Legal); *Disabilities; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; *Program Development; *Teacher Attitudes; *Teaching Conditions; Time; Working Hours

Identifiers-*Time Utilization

Forty-four teachers enrolled in special education graduate courses were surveyed to find out how much time teachers are spending on the development of individualized education programs (IEPs) and to discover implications regarding instructional time lost in the IEP process. Literature was reviewed on the field of education prior to P.L. 94-142 (the Education for All Handicapped Children Act), the mandates and results of P.L. 94-142, IEP components, procedures to develop and monitor IEPs, the role of the special education teacher, the issue of time, and future research. The questionnaire was designed to gain information on characteristics of the teacher being surveyed, content of the IEPs, time spent on IEP development and writing, and the amount of instructional time devoted to IEP development. Data were analyzed for such areas as the type of teaching position, kind of training, time spent on educational and related services, and preparation for the IEP conference. Major findings included that many teachers are alarmed about the time demands or the overwhelming responsibility when they have little or no help on developing IEPs; that as the years of teaching experience increased, the time to develop IEPs decreased; and that the type of training had no significant effect, although those with no training spent less time on developing IEPs. Appended is a copy of the survey instrument. (SW)

ED219951 FL013137

Elementary Language Development Handbook for Students with Limited Proficiency in English. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.
Pub Date 81
Note-217p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Class Activities; Content Area Reading; *Educational Games; Elementary Education; Elementary School Curriculum; *English (Second Language); Language Acquisition; Learning Activities; Lesson Plans; *Limited English Speaking; *Multicultural Education; Second Language Instruction; *Second Language Learning; Story Telling; *Teaching Guides; Testing

This handbook was developed to suggest an approach for language development in the elementary school that uses existing curricula and the child's experiences to help students develop the language skills necessary for success in school and society. After an introductory chapter on the theories of language learning and teaching, the guide provides: (1) sample units in language and content subject areas; (2) a discussion of multiculturalism and its application in the classroom; (3) a discussion of language assessment for teachers; (4) information for administrators on assessment and placement of limited English proficiency children; and (5) a collection of additional language development activities. The section on sample units covers the major portion of the guide. The units demonstrate how to choose an appropriate context for activities, the linguistic content, and meaningful activities. The sample units are story-telling at the primary level and a science unit at the intermediate level. In this section, as well as in the remainder of the guide where appropriate, numerous activities are described, many worksheets suitable for reproduction are provided, and learning and testing activities are described in detail. A list of resources concludes the volume. (AMH)

ED219510 CE032807

Catlin, Dennis W.; Anderson, William A.

Why Judges Choose to Participate in Continuing Professional Education.

Pub Date 82

Note-50p.; Paper presented at the American Educational Research Association Annual Meeting (New York, NY, March 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Court Judges; Education Work Relationship; *Enrollment Influences; *Goal Orientation; Individual Development; Legal Education; *Participant Characteristics; Postsecondary Education; *Professional Continuing Education; *Student Educational Objectives; Student Interests

Identifiers-Michigan

A study was conducted to determine why judges voluntarily choose to participate in continuing judicial education programs, and to identify relationships between the factors and selected personal and professional characteristics of judges. Two instruments measuring participation reasons and personal characteristics were developed, validated, and mailed to all Michigan Trial Court judges (523), with responses received from 400 judges (76.5 percent). The respondents corresponded to the population sample in terms of representative characteristics, such as age, professional credentials, and so on. Three participation factors emerged as most meaningful: professional perspective, judicial competence, and collegial interaction. Correlations were found between these three participation reasons and several judicial characteristics. For example, sex of the judges was found to correlate with judicial competence, with female judges placing higher value on this reason than did male judges. The number of years since the judges received their law degrees was found to correlate with professional perspective (factors related to development of a professional identity as a judge). Another correlation was found between length of time on the bench and judicial competence. Implications of the research can be used by judicial educators to target their advertising to the motivations of the judges they seek to serve, taking into account the correlations between personal characteristics and participation factors. (KC)

ED219567 CE033270

Omvig, Clayton P.; Tulloch, Charlotte

Learning Center Services in Vocational Education: An Adaptable Model. Final Report.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 81

Note-55p.; For related documents see ED 215 105-106.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges; Individualized Instruction; *Learning Laboratories; Material Development; *Models; Postsecondary Education; Program Administration; Program Development; Program Implementation; *Remedial Instruction; Secondary Education; *Two Year Colleges; *Vocational Education; *Vocational Schools

Identifiers-*Kentucky

A project was designed to develop a model for learning center organization in the Kentucky vocational schools and to develop a learning center handbook. During the project's first year, meetings of learning center coordinators resulted in development of preliminary models for learning center operation. One was developed for use in vocational schools, another for use in community colleges. The models included a statement of philosophy and operational structure. An organizational structure was also developed for community colleges. During the project's second year a Learning Center Handbook was developed, and the model was implemented in selected cooperating learning centers, following an assessment of the present learning center operation in these schools. This assessment involved an evaluation of student characteristics and of present operating procedures, including how learning center coordinators budgeted their time among various job duties. Recommendations were continued development of new methods, equipment, and instructional materials; monitoring of centers to ensure operation according to stated objectives and procedures; collection of student evaluation data; specification of center functions and allocated resources; and design of centers to meet educational specifications. (Some project materials are appended.) (YLB)

ED219588 CE033302

Vocational Education Research Report on Employer Follow-up, 1979-80 Survey.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Report No-ISDPI-CE-80-R1

Pub Date 80
Note-238p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Educational Research; *Employer Attitudes; *Followup Studies; High School Graduates; Job Performance; Outcomes of Education; *Personnel Evaluation; *Program Effectiveness; State Surveys; *Vocational Education; Young Adults
Identifiers-*Iowa

This report offers a brief narrative and extensive data tables on an Iowa survey of employers of students who had completed or left preparatory vocational education programs during 1977-78 and became employed in the occupations for which trained or a related occupation. The narrative first discusses procedures, then describes some results shown in four data tables concerning various demographic and descriptive information statewide about the former students and their programs and preparation and current performance of vocationally prepared employees. Table 5 shows the statewide vocational training evaluation by demographic and program variables. Tables 6 and 7 show these characteristics for secondary and merged area school respectively. Table 8 shows the distribution of responses according to sex of employees, number of months employed, and the present employment status by each program taxonomy number for secondary schools. It also displays the responses to the evaluation items by program taxonomy number for secondary schools. Table 9 shows the same information for merged area schools. Appendixes include the school administration survey package, the employer survey package, and listing of Department of Education Vocational Education Programs. (YLB)

ED219629 CE033376

Owens, Thomas R.

Montana Vocational Education Study.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Montana State Advisory Council for Vocational Education, Helena.; Montana State Dept. of Public Instruction, Helena.
Pub Date Dec 80
Note-89p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Attitudes; Educational Needs; Employee Attitudes; *Employer Attitudes; Graduates; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Postsecondary Education; *Program Effectiveness; Secondary Education; Student Attitudes; *Vocational Education; Vocational Followup
Identifiers-*Montana

A survey of a sample of employers, high school vocational education completers, and postsecondary vocational education completers was taken to determine their perceptions of the current delivery system, student outcomes from vocational training, and the extent to which vocational education was meeting the labor market needs of the state of Montana. A mailed questionnaire was sent to a representative sample of 356 employers (28 percent return rate); telephone interviews were conducted with nine employers, surveys were mailed to 542 high school vocational education completers from the class of 1976, (31 percent returned); and to 587 completers of five postsecondary vocational technical education programs (28 percent returned). The employers were asked how they felt about the preparation of the vocational completers they had hired, and the completers were asked how their preparation had fitted them for their jobs, among other questions. Findings from the survey reflect a generally favorable picture of the status of vocational education in Montana. For example, 90 percent of the high school and 95 percent of the postsecondary vocational education completers expressed satisfaction with the vocational training they had received. Of those employers responding to the question, 74 percent indicated that they would prefer hiring a person from the high school vocational education program and 84 percent indicated the same for postsecondary vocational education completers. It was suggested that further study be given to areas of need found by the survey: additional training of workers, especially management and medically-related training. (KC)

ED219650 CE033507

Farajollahi; Karim; And Others

Graphic Arts: Book One. Orientation, Composition, and Paste-up.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 81
Note-312p.; For related documents see CE 033 508-509.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education; Competency Based Education; Criterion Referenced Tests; Design; *Graphic Arts; Instructional Materials; Job Application; *Layout (Publications); Learning Activities; *Photocomposition; Planning; Postsecondary Education; *Reprography; Safety; School Shops; *Technical Education
Identifiers-Proofreading; Typography

The first of a three-volume set of instructional materials for a graphic arts course, this manual consists of 13 instructional units. Covered in the units are orientation (career overview, shop safety, shop organization, photo-offset theory, legal restrictions, and applying for a job); principles of copy planning (overview of copy planning and preparation, typography, design principles, and paste-up principles and procedures); and composition (composition, typesetting procedures, proofs, proofreading, and corrections). Each unit contains some or all of the following: performance objectives, suggested activities for teachers, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. Instructional materials in the publication are written in terms of student performance using measurable objectives. (MN)

ED219674 CG016097

Stamm, Martin L., Ed.

Career Assessment Guidelines for Middle and High School Students with Special Needs.

Central City Community Mental Health Center, Los Angeles, Calif.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Jul 81
Note-48p.; For related document, see CG 016 096.
Available from-Guidance Awareness Publications, Box 106, Rancocas, NJ 08073 ($3.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Counseling; Employment Opportunities; *Interest Inventories; School Counseling; Secondary Education; *Special Education; *Student Evaluation; *Test Interpretation; Vocational Aptitude; *Vocational Interests

These career assessment guidelines provide an assessment packet that can be used by special education teachers or guidance counselors to assess the vocational and career interests of middle and high school special education students. The materials are designed to assist with test interpretation, to help high school students make realistic decisions for future job selections, and to guide middle school curriculum choices. The guidebook explains test administration, scoring, and interpretation [illegible] providing examples of each achievement/personality/career interests test and summary evaluations that were made by graduate student interns who worked with special education students as a part of the testing process that led to the development of this document. Each test is described in detail according to its purpose, validity, reliability, format, norms, age limits, predictiveness, answer sheet type, multiple forms, reading level, time limits, different levels for the same test, comparability to other tests, and statistical yield. In addition, a job competence evaluation sheet is presented along with a summary data form. An annotated bibliography concludes the guidebook. (JAC)

ED219784 CS207132

English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-9p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Cognitive Development; *Doctoral Dissertations; Elementary Secondary Education; *English Instruction; Handwriting; Integrated Activities; *Language Arts; Learning Activities; Reading Comprehension; *Reading Instruction; *Reading Research; Visual Literacy; *Vocabulary Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with a variety of topics, including the following: (1) effects of text on sentence understanding; (2) the effects of a visual literacy program on concept development and communication skills; (3) the effectiveness of teaching specialized vocabulary using a newly created textbook or traditional vocabulary development techniques; (4) the use of aural cloze technique to enhance vocabulary and listening; (5) the effect of guiding kindergarten and third grade children to verbalize formational strokes on their ability to reproduce letterlike forms; (6) the development of language comprehension through a language enriched center-based preschool program; (7) ways that experienced teachers integrate language arts, reading, and literature in the elementary school classroom; (8) the effectiveness of visual discrimination and copying in helping students to retain high frequency words; (9) the developmental course of preschool/kindergarten aged children's handwriting behavior; (10) a basis for coordinating an English program for grades 7 through 12; and (12) the effectiveness of hand puppetry in reading vocabulary instruction for first grade students. (HTH)

ED219848 EA014766

Conferences, Critiques and References on the Subject of "Public and Private Schools": The Coleman Report.

National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-220

Pub Date 82

Note-12p.; For a related document, see ED 014 598.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Citations (References); Comparative Analysis; Conferences; Elementary Secondary Education; Opinions; *Private Schools; *Public Schools

Identifiers-High School and Beyond (NCES); *Public and Private Schools (Coleman et al)

A series of analyses of "Public and Private Schools," by James Coleman, Thomas Hoffer, and Sally Kilgore, has appeared in the form of conferences, critical papers, and news stories. This document, containing an extensive listing of commentary on the study, is inteded to serve as a reader's guide to the literature on the subject. Included are references to discussions of major substantive issues, reanalyses of the basic data, and examinations of technical problems of the study as well as news stories, editorials, and other commentary. References are categorized as conferences, critiques, or references, with entries in each section listed in chronological order. (Author/MLF)

ED219992 HE015230

Balz, Frank J.

Estimated Effects of the President's FY 1983 Budget on Colleges and Universities in the States. A Research Report from the State-National Information Network.

National Inst. of Independent Colleges and Universities, Washington, DC.
Pub Date Apr 82

Note-58p.
Available from-National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Budgeting; College Students; Comparative Analysis; *Federal Aid; Federal Programs; *Financial Support; Higher Education; National Surveys; Prediction; Predictive Measurement; *Private Colleges; *Resource Allocation; *Retrenchment; State Colleges; State Surveys; *Student Financial Aid
Identifiers-College Work Study Program; National Direct Student Loan Program; Pell Grant Program; Reagan Administration; Special Educational Opportunities Program

The loss in selected federal student assistance programs in the states and by institutional control based on President Reagan's budget request for funding year 1983 is estimated. Funding levels for 1981-1982 for the campus-based programs (Special Education Opportunities Grant Program--SEOG, College Work-Study--CW-S, and the National Direct Student Loan--NDSL) and 1980-1981 funding of Pell Grants are also included. For independent colleges and universities and the students enrolled in them, the cuts in the funding levels for these programs mean a loss of about $543 million and 662,000 awards. The losses at independent schools in six states comprise about 42% of total loss to the independent sector. These states are New York, Massachusetts, Pennsylvania, Illinois, California, and Ohio. The methodology for estimating the losses in the Pell Grants and campus-based programs began with 1980-1981 data on Pell Grants and 1981-1982 data on SEOG, CW-S, and NDSL. These levels were reduced proportionately based on the President's proposed FY 1983 budget. The level for Pell Grants, proposed to be funded at $1.4 billion, was reduced by 40.47%; the level for SEOG, proposed to be zero funded, was reduced by 100%; the level for CW-S, proposed to be funded at $397.5 million, was reduced by 27.20% and the level of NDSL, also proposed to be zero funded, was reduced by 100%. The current funding level and estimated loss for NDSL refers to the federal capital contribution only and does not take into account loans made from the institution's revolving loan funds. Therefore, some loans will still be made, but not with federal capital. Fifty-three pages of funding data are presented. (SW)

Application Statistics, 1981.

Council of Ontario Universities, Toronto. Research Div.; Ontario Universities' Application Centre.
Report No-ISBN-0-88799-154-8
Pub Date Jul 82
Note-30p.; Not available in paper copy due to marginal legibility of original document.

Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Applicants; *College Choice; College Freshmen; College Programs; *Enrollment Trends; Foreign Countries; *Full Time Students; Higher Education; Intellectual Disciplines; Majors (Students); Place of Residence; School Statistics; Student Characteristics
Identifiers-Canada; *Ontario

Summary statistics on fall 1981 application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario, Canada, universities are presented. Each applicant was allowed to indicate up to three choices of universities and programs. Each choice was considered to be a distinct application, even though the applicant submitted only one application form. Applicants also indicated their order of preference for their choices. Year 5 applicants refer to those applicants who were registered during the 1980-1981 academic year as full-time students in year 5 of the Ontario secondary school, while all other applicants refer to regular applicants. In addition to application and registration ratios for 1973-1981, data are provided on: applicants and registered applicants by university and student category for 1981; applicants and registered applicants by choice preference (first, second, and third) by university; applicants and registered applicants by academic program, and by choice preference for each program; summary of regular applications, applicants, and registered applicants by educational source of applicants; distribution of active applications by geographic origin of applicants as a percentage of total applications by applicant type for each university; distribution of year 5 and regular active applicants and registered applicants by age and sex; distribution of year 5 and regular active applicants and registered applicants by country of citizenship and immigration status; and applicants and registered applicants by program and sex. (SW)

ED219548 CE033237

Management of Remedial Employment and Training Programs in the 1980s. A Policy Statement.

National Council on Employment Policy, Washington, DC.
Pub Date Jan 82
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Block Grants; Disadvantaged; Educational Finance; Educational Needs; Educational Policy; Educational Trends; *Employment Programs; *Federal Legislation; Federal Programs; *Financial Support; Futures (of Society); Government Role; Incentives; *Job Training; Policy Formation; *Program Administration; Program Effectiveness; *Program Improvement; Public Policy; Standards; Technical Assistance; Unemployment; Youth Employment
Identifiers-*Comprehensive Employment and Training Act; Private Sector

Policymakers must review the accomplishments of the Comprehensive Employment and Training Act (CETA), problems associated with suggestions for its reform, and incremental reforms to the program that are required and possible. Despite the fact that research generally attests to CETA's success, the system suffers from a poor public image. Particularly popular among the many suggestions for overhauling CETA are various private sector and block grant proposals. While the private sector should be encouraged to increase its participation in CETA, past experience supported by recent findings strongly suggests that private sector efforts cannot become more than supplemental parts of a remedial employment and training program. Similarly, while the block grant concept has a role to play in the total CETA picture, it would be unrealistic to expect that block grants can serve as a single tool designed to mitigate an entire range of diverse labor market problems. The National Council on Employment Policy recommends a variety of management changes with respect to the following areas: prime sponsors, federal and state roles, incentives, performance standards, minimum funding, technical assistance and research, and youth unemployment. However, any temptation to perform major surgery on CETA should be resisted. (MN)

ED219609 CE033342

Porter, Kathleen; Feldman, Norma S.

New York State External High School Diploma Program. Assessment Procedures and Sample Assessment Materials.

Syracuse Research Corp., Syracuse, N.Y.
Spons Agency-Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
Pub Date Dec 80
Note-81p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Students; Credentials; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Experiential Learning; *High School Equivalency Programs; Measures (Individuals); *Minimum Competency Testing; Prior Learning; *Student Evaluation
Identifiers-National Diffusion Network Programs; *New York State External High School Diploma Prog

In order to satisfy the needs of the many adults without a high school diploma, the New York State External High School Diploma Program was developed in 1972 as an alternative high school credentialing program for adults who have acquired skills through their life experiences and can demonstrate these skills in applied performance tests. The program's objective is to validate these skills by providing an assessment and credentialing process that is an alternative to traditional high school equivalency testing programs. This booklet provides a detailed account of the assessment procedures and materials used in the program. Following a brief description of the program in the Introduction, part 1 describes the diagnostic procedures and contains a synopsis of each of the diagnostic instruments. Part 2 describes the procedures used to assess the generalized life skills competencies. It also provides a synopsis of the original set of tasks, a brief description of the new set of tasks, and a sample task which illustrates the sorts of activities completed by candidates in the program, as well as the evaluative procedures used to assess candidate performance in each phase of the task. Part 3 describes the procedures used to determine which individualized competency should be used to assess a candidate, and gives a sample performance interview used for assessing security guard skills. (KC)

Lovelace, Terry; Haase, Ann Marie B.

Elementary Readers' Inference of Sex of Story Characters As an Indication of Developmental Sex Role Schemata.

Pub Date [79]
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Characterization; *Childhood Attitudes; Elementary Education; Intermediate Grades; Reading Interests; *Reading Materials; Reading Research; *Sex Bias; *Sex Role; *Sex Stereotypes

Three experiments using the same materials and methodology investigated the development of sex role stereotype schemata through the analysis of children's inferences of gender of protagonists in stories and through their preference for the protagonists. Thirteen sex role stereotypes whose validity was confirmed by five expert jurors were embedded in eight 200-word, first person narrative story segments on a fourth grade readability level. In each experiment, randomly selected fourth, fifth, and sixth grade students read along with investigators and then indicated the sex of the first person protagonist. Next they ranked the stories in order of preference from one to eight. The first experiment, conducted with 176 subjects, tested the students twice over a 5-week period to determine the reliability of their responses. The coefficient of stability was moderate. The second experiment tested the hypothesis that students are better able to determine the gender of a character as they age from fourth to sixth grade. However, results with 736 subjects revealed no significant difference for sex, state, or grade. In the last experiment, designed to determine the relationship of sex to preference, 866 subjects recognized sex stereotyped behavior, but their preferences showed high variability. It seems children are more concerned with a character's qualities than with his or her gender. (JL)

ED219741 CS006777

Woltz, Lynn A.

Mainstreaming, Reading and Classroom Teachers.

Pub Date Oct 81
Note-14p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education; *Hearing Impairments; Learning Disabilities; *Mainstreaming; *Reading Diagnosis; Reading Difficulties; Reading Skills; *Remedial Programs; *Remedial Reading; Teaching Methods; *Visual Impairments

Disabled students slotted into regular classrooms may exhibit difficulties in auditory perception, sound blending, auditory closure, visual perception, language usage, or a combination of the above. Certain techniques exist, however, that teachers may employ to aid these students. Among these techniques are success structuring and behavior modification. Diagnostic reading tests designed for use with individuals provide a detailed analysis of specific reading skills and difficulties. Even more refined tests designed for the evaluation of specific reading skills can be used to determine oral reading ability. Highly specialized ways of teaching reading to the disabled student include (1) the cloze procedure designed to help students use the patterns of oral language to comprehend written language; (2) the DISTAR Reading Program designed for children with a mental age of 4-0 or above; (3) the Edmark Reading Program designed for students with extremely limited skills; (4) the Fernald Method designed to use both language experience and tracing techniques and recommended only when other methods have proved ineffective; (5) the Gillingham Method designed to teach reading, writing, and spelling by teaching units of sounds or letters of the alphabet; (6) the Glass Analysis Method designed to concentrate on the decoding of words through intensive auditory and visual training focused on the word being studied; (7) the Hegge-Kirk-Kirk Remedial Reading Drills designed to use the principles of minimal change; (8) the Neurological Impress Methods designed for students with severe reading disabilities; and (9) the VAKT Approach designed to incorporate several sensory modalities in the learning process. (HOD)

ED219827 CS503919

Greenstreet, Robert
Contemporary Writings in Argument.
Pub Date 81
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer); Higher Education; Nonverbal Communication; *Persuasive Discourse; Speech Communication; Speech Instruction; *Textbook Content; Textbook Evaluation; Validity
Identifiers-*Journal of the American Forensics Association

Current issues being addressed by argumentation theorists can be identified by examining their writings in The Journal of the American Forensic Association (JAFA). Traditionally, argument has been seen as an utterance or act, from a philosophy based logical "product" perspective. Many current theorists, however, see argument as a process or communication transaction, and it is this perspective that is most useful for the speech communication teacher. The modern theorists' acceptance that argument is not logic leads to disputes concerning the nature of the standards to be applied in evaluating arguments. For the teacher, procedural standards provide the best assurance of validity. The role of nonverbal communication is also a growing concern of current theorists. A survey of seven recent undergraduate texts--by H. Kahane, K. Lambert and E. Ulrich, J. V. Jensen, A. M. Eisenberg and J. A. Ilardo, A. Freeley, J. E. Sayer, and J. M. Sproule--reveals that only the last three depart from traditional views and define argument as a process or procedure. Of these three, only Sproule's "Argument: Language and Its Influence" retains that perspective in discussing argumentative validity. His is the first choice, and Sayer's the second, for a teacher desiring to put argumentation more fully into a transactional perspective. (JL)

ED219889 EC142791

Belz, Helene F.

Assessing Learning Disabilities in Terms of Cultural Background, July 1, 1979-June 30, 1980.

San Jose East Side Union High School District, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date 1 Aug 80
Grant-43-69427-80-3293-7100
Note-204p.; Print is poor in parts.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Cultural Influences; Factor Analysis; *Family Influence; High Schools; *Learning Disabilities; Literature Reviews; One Parent Family; Socioeconomic Influences; *Student Characteristics; *Student Evaluation; Test Bias

A series of research studies, involving 1,841 high school students was conducted to develop a model to screen for cultural bias in the diagnostic process for those students with learning and behavior problems, both in and out of the special education program. A review of the literature looked at the factors of sex, ordinal place, father's occupation, one versus two parent families, and ethnic status. An initial study examined the classification of fathers' occupations and its relationship to achievement test scores. A second study attempted to describe the population of referred students in terms of the factors examined in the literature review. Among findings were that there were twice as many boys as girls referred for school problems, there was a sharp increase in Hispanic cases from 1961 through 1965, and there was decreasing proportions of first and middle children referred to psychological services whereas the proportion of younger children increased. Another study analyzed all items in the Skill Inventory Checklist which reflected personal interactions other than correct test reponses (negative response style, help seeking behavior, identification of self or others as problem solvers, and positive or ideal response style). The reliability of the Correct Knowledge Inventory (a checklist which consists of 24 content areas) was investigated. Finally, research was performed to classify finished case studies according to cultural themes or syndromes: masculinized/aggressive girl syndrome, helpless/handicapped boy syndrome, authoritarian/aggressive boy syndrome, and mothering/passive girl syndrome. Among conclusions are the following: sex of the student seemed to have less bearing on reasons for referral in biracial cases than those from single parent or one race homes, if the father's occupation was stable; close examination showed that many "learning disabled" students are able learners who lead complex lives outside the classroom and have highly skilled patterns which interfere with classroom expectations. Appendixes, which make up half the document, include a report of the preliminary study on fathers' occupations, a breakdown of the total population by fathers' occupations, a preliminary checklist for personal interaction variables, scoring instructions for the Correct Knowledge Checklist, and a sample case history. (SW)

Lederer, Herbert
The Play's the Thing: The Use of Theatre in Language Learning.
Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-7p.
Available from-Not available separately; see FL 013 032.
Document Not Available from EDRS.
Descriptors-Class Activities; *Creative Dramatics; *Drama; Enrichment Activities; *German; Higher Education; *Learning Activities; Readers Theater; Role Playing; *Second Language Instruction; Skits

Play-acting is a natural human instinct; role-playing, disguising, game-playing are all favorite activities for people of all ages. In a foreign language course, dramatization is especially appropriate and can be used in many ways both in class and as an extra-curricular or supplementary activity. Much language learning occurs during the preparation of a dramatic performance; while memorizing a part students acquire vocabulary, idioms, expressions, correct pronunciation, rhythm, sentence melody, and connotative associations. Dramatic activities can be simple, such as construction and performance of original dialogues, and dramatization of some well-known stories. They can become more complex with time, and activities such as a radio play or a dramatic or staged reading can be undertaken. From this, students can make the transition to a full-fledged theatrical production. In any production the entire class should take part because the object of the activity is language learning. Preparing such a performance takes a great deal of time, but it brings rewarding results, both in language learning and public relations. A selected bibliography on German plays and play production is appended. (AMH)

ED219974 FL013192

Galloway, Vicki; And Others

Languages and the People Who Speak Them. Teacher's Guide for Around the World.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.

Pub Date [80]

Note-23p.; For related documents, see FL 013 193-197.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Objectives; Audiolingual Methods; Cognitive Objectives; *Cultural Awareness; *Cultural Education; Dialogs (Language); *Experiential Learning; Global Approach; Humanistic Education; *Language; Lesson Plans; *Middle Schools; Secondary Education; *Second Language Instruction; Teaching Guides; Teaching Methods; Videotape Recordings

A guide is presented for an exploratory language program whose goal is to develop an awareness in students of the variety of languages and cultures in their world. The course is a one-semester elective for middle and upper school levels, consisting of one general introductory unit on language and a series of language-specific units. It includes active participation in the language and in representative cultural activities. After a general introduction to the program, this guide provides step-by-step guidelines for the language and cultural experiences, and resource suggestions. The first section of these guidelines describes the general contents of the course units including the goals, time span, general contents, and information on the video-taped language component. The importance of the video component is noted because the teacher is not required to have prior knowledge of the language. The section on teaching the language specific units gives information and suggestions on room decor, a resource list, and a complete description of the language component. This includes teaching suggestions, a sample unit outline-plan, instructions on audio-lingual dialogue and basic structure presentation, and grading. The discussion of the cultural component outlines the required psychomotor, affective, and cognitive activities; the goals and objectives; grading; and use of resource persons. (AMH)

ED220024 HE015383

Valiga, Michael J.

Structuring the Perceived Outcomes of Higher Education. AIR Forum 1982 Paper.

Pub Date May 82

Note-44p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alumni; •College Graduates; •Educational Benefits; Graduate Surveys; Higher Education; •Individual Development; Learning Experience; •Outcomes of Education; Participant Satisfaction; Questionnaires; •Student Development

Identifiers-•AIR Forum; American College Testing Program Alumni Survey

The perceived benefits of college as reported by alumni from 55 postsecondary institutions in the United States were surveyed during 1980-1982 using the Alumni Survey of the American College Testing (ACT) Program. Findings were analyzed for the total group of 12,682 and for subgroups based on college size, student sex, student major area, number of years since graduation, and college affiliation. Each of the institutions mailed survey instruments to a sample of recent alumni and later returned the forms to ACT. The median age of the respondents was 27.2 years, with a range of 20 years through over 65 years; 72.3% were from public colleges, while 27.7% were from private institutions. Data were analyzed for 24 areas of personal growth that are often claimed to be outcomes of postsecondary education. The alumni were asked to indicate the degree to which their college educations contributed to their personal growth in each of the 24 areas, which are listed. The data from the study suggest that alumni feel that their college educations have contributed to their personal growth most extensively in such areas as learning on your own, working independently, persisting at difficult tasks, and organizing your time effectively. It is suggested that these outcome areas appear to be related to general learning skills, rather than to specific academic skills or subjects. This finding tends to support the contention that a college education offers more than job training or specific occupational skills. The largest differences between respondent subgroups occurred with regard to college major (e.g., business, education, physical sciences). Six factors that were identified by factor analysis as underlying the 24 outcome variables are compared with the outcome structure recently developed at the National Center for Higher Education Management Systems. The alumni survey and a list of college majors are appended. (SW)

ED220058 HE015417

Gosman, Erica J.; And Others

Predicting Student Progression: The Influence of Race and Other Student and Institutional Characteristics on College Student Performance. AIR Forum 1982 Paper.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date May 82
Note-32p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Persistence; Black Colleges; *Black Students; Degrees (Academic); Dropout Characteristics; Enrollment Trends; Family Income; Higher Education; Institutional Characteristics; Institutional Research; Predictor Variables; Private Colleges; *Racial Factors; School Surveys; State Universities; *Student Attrition; Student Characteristics; Time; *White Students
Identifiers-*AIR Forum; United States (South)

Significant predictors of student attrition, students' tendency to follow the prescribed progression pattern, and the length of time it takes students to graduate from college were studied in a survey of nine predominantly white universities and three predominantly black student universities in southern and border states. All universities were asked to track three cohorts of entering freshmen (1975, 1976, and 1977) through the fall of 1981 with regard to student progression and withdrawal. In addition, black and white students were also tracked separately. The Institutional Data Questionnaire was used in the analysis. Bivariate findings show that race has a strong relationship to students' performance in college, with white students consistently outperforming black students in terms of their attrition rates, tendency to follow the prescribed progression pattern, and mean length of time to graduate. However, racial differences in performance disappear when other student and institutional characteristics are introduced into the prediction models via multiple regression techniques. Four variables repeatedly appear as significant predictors: students' mean Scholastic Aptitude Test (SAT) scores, students' mean family income, type of institution (predominantly white vs. predominantly black), and proportion of students receiving financial aid. High SAT scores, high family income, and attendance at a predominantly black university are generally associated with better performance in college when the effects of other variables are removed. Additional findings regarding student attrition/progression are considered. (SW)

ED219698 CG016122

Birdseye, Ann T.

Evaluating the Implementation of a Delinquency Prevention Program: The PATHE Experience.

Pub Date Mar 82
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Delinquency Prevention; *Evaluation Methods; *Holistic Approach; Intervention; Program Evaluation; *Program Implementation; *Pupil Personnel Services; *School Counseling; Secondary Education; Summative Evaluation

In 1980, the Office of Juvenile Justice and Delinquency Prevention released a program announcement for an alternative education demonstration program intended to test a variety of school-based delinquency prevention programs. Great emphasis was placed on project evaluations. One of the programs identified was PATHE - Positive Action Through Holistic Evaluation. Evaluation of PATHE interventions relies totally on records kept at the schools, including student-level interventions, school and community level interventions. Intensity and fidelity rating scales developed for the evaluation of PATHE implementation provided useful, reliable and valid data in a manageable form. The scores produced successfully compared levels of implementation of 21 different implementations in seven schools, and allowed for the testing of simple hypotheses regarding the correlates of successful implementation. Sample implementation rating forms, rating scales, and program development worksheets are appended. (JAC)

ED219762 CS207083

Mills, Rilla Dean

Newspaper Journalists' Perceptions of Ethical Decisions.

Pub Date Jul 82

Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes; *Ethics; *Journalism; *Media Research; *Moral Values; Newspapers; News Reporting; Role Perception

Identifiers-*Editors; *News Reporters

A qualitative study designed to elicit the widest possible range of responses was conducted to determine the attitudes of journalists toward ethics. The study's three questions asked respondents (1) if they encountered ethical decisions in their jobs; (2) if not, why not; and (3) if so, how frequently and in what types of situations. Subjects were 153 employees of 10 newspapers from across the United States, mostly editors and reporters. A few did not feel that they faced ethical decisions at all. Those who did feel they faced ethical decisions were divided into two categories: a large group who listed decisions involving threats to objectivity, and a much smaller group that mentioned decisions involving an extra-professional sense of morality. The objectivity decisions of the first group can be further subdivided into conflicts between objective news coverage and the journalist's personal gain, bias or convenience; conflicts between objective news coverage and the pressures of the job; and human limitations in deciding what is objective. The second group's decisions involved concerns about invasions of privacy and exploitation of sources and concerns about potential harmful effects, in a larger social sense, of the professional norms themselves. Results indicated that journalists see ethics as no more than adherence to a narrow code of professional behavior that is almost always defined in terms of "objectivity." Few cared about larger community issues. This situation is not encouraging. (JL)

ED219806 CS503802

Historical Background of the Mass Media Declaration. New Communication Order 9.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date [80]

Note-281p.

EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Civil Liberties; Foreign Countries; *Freedom of Speech; Guidelines; *History; *Information Dissemination; *International Organizations; *Mass Media

Identifiers-*Unesco

The Unesco Mass Media Declaration, which seeks to establish fundamental principles concerning the contribution of the mass media to strengthening peace and international understanding, is presented in the paper. Part one provides a brief history of the Mass Media Declaration, with annexed information on resolutions, meetings, and amendments concerning the draft declaration between 1970 and 1978. Part two contains the 63 speeches from member delegations who responded to passage of the mass media declaration at the 1978 session of the General Conference of Unesco, held in Paris. These speeches examine the importance of the Declaration; the significance of the consensus, particularly in view of the differences of opinion that existed before; and the obstacles likely to be faced in implementing the Declaration. Part three discusses the international function of the Declaration in the light of related principles enunciated by the United Nations and Unesco. An appendix contains texts and international instruments related to the guiding principles referred to in the title of the Declaration, namely the strengthening of peace and international understanding and combating war propaganda, racism, and apartheid. (RL)

ED219849 EA014767

Porter, Joanell T.

A Comparison of Selected Characteristics of Private and Public Schools. National Center for Education Statistics Bulletin.

National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-110

Pub Date Jun 82

Note-13p.; Portions of some tables may reproduce poorly due to broken print of original document.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Catholic Schools; Comparative Analysis; Elementary Secondary Education; Enrollment; High School Graduates; *Institutional Characteristics; Parochial Schools; *Private Schools; *Public Schools; Religious Organizations; Student Teacher Ratio; Tables (Data)

Private schools represented nearly 20 percent of all elementary and secondary schools in the United States during the 1980-81 school year. These 21,000 private schools enrolled more than 5 million students or nearly 11 percent of the total U.S. elementary and secondary enrollment. This bulletin indicates how these private schools and private school enrollments vary among the states and how the enrollment in sectarian and nonsectarian private schools is distributed among the various states. (Author/MLF)

ED219869 EA014920

Engel, Gerald L.

Literature Resources Relating to Computer Science Education in Small Colleges.

Pub Date Jul 82

Note-14p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Computer Oriented Programs; *Computer Science Education; Course Content; Higher Education; Professional Associations; Program Administration; Program Proposals; *Small Colleges

Over 100 key resources regarding computer science education at small colleges are collected in this bibliography. A brief review of the collected documents introduces the bibliography, categorizing and relating the materials and noting their emphases. The review concentrates on materials published after 1978, but cites the major works providing background information and literature reviews for the period prior to 1978. Recommendations for the content of various computer science programs, as proposed by professional associations, are included in the bibliography along with numerous discussions of the proposals. Other materials in the bibliography deal with course content, program-related topics, administrative concerns, and surveys of practices in computer science education in higher education institutions in the United States. (PGD)

ED220041 HE015400

Lewis, John; Nelson, Kim

The Relationship between College Grades and Adult Achievement Reconsidered. AIR Forum 1982 Paper.

Pub Date May 82
Note-19p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Activism; *Citizen Participation; *College Graduates; Comparative Analysis; *Degrees (Academic); Doctoral Degrees; Females; *Grade Point Average; Graduate Study; Higher Education; Institutional Research; Males; Masters Degrees; *Social Responsibility; Undergraduate Study
Identifiers-*AIR Forum; *Winona State University MN

The relationship between college grades and achievement of college graduates was studied at Winona State University, Minnesota. The following criteria for investigating this relationship were assessed: quality of vocational achievement, acceptance of responsibility in social groups, and further intellectual development. These criteria were specified in behaviors that were incorporated into a questionnaire. For the 575 subjects, attention was directed to the relationship between earning an advanced academic or professional degree and undergraduate grades; a comparison of income levels and undergraduate grade point averages for 6 groups of graduates; the extent of involvement in community and cultural activities in relation to undergraduate grade point averages of graduates; and the relationship between grades and political activities of females. The only findings that reached statistical significance were a negative relationship between undergraduate grade point average and the extent of involvement in community activities for male graduates. Those with higher grades were less likely to assume major social responsibilities in their communities. A similar study of graduates of the University of Iowa also found that those with higher grades were involved in fewer community activities than those with lower grades. However, for the Iowa group, those earning advanced degrees earned significantly higher grades when compared with other Iowa graduates not earning these degrees. This difference between the two schools may result from the fact that the majority of Winona graduates earned advanced degrees in education at schools primarily serving undergraduate students, while a larger percentage of the Iowa graduates probably entered professional and graduate programs at graduate-level institutions. (SW)

ED219530 CE033146

Work Ethic: Materialism and the American Family. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session on Examination on the Impact of Stress on the Family Caused by the Workplace, Focusing on Dual Wage-Earning Parents and the Effects on Family Relationships, and the Nonworking Recipient of Public Assistance.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date 2 Mar 82

Note-162p.; Not available in paper copy due to small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Day Care; *Dual Career Family; *Employed Parents; Family Life; Family Problems; *Family Relationship; Government Role; Hearings; Influences; Unemployment; *Welfare Recipients; *Work Attitudes; *Work Environment

Identifiers-Congress 97th; Materialism; *Stress (Biological); United States; Work Ethic

This congressional hearing contains testimony pertinent to the impact of stress on the American family caused by the workplace. Focus of the hearing is on dual wage-earning parents and the effects on family relationships as well as on non-working recipients of public assistance. The following agencies and organizations were among those represented at the hearing: the National Council on Family Relations; the Department of Family and Human Development, Utah State University; the American Enterprise Institute; and Heritage Foundation. Also included are an article on suggested directions for the federal role of day care and a publication on the nation's families from 1960-1990. (MN)

ED219651 CE033508

Farajollahi, Karim; And Others

Graphic Arts: Book Two. Process Camera, Stripping, and Platemaking.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 81
Note-222p.; For related documents see CE 033 507-509.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Competency Based Education; Criterion Referenced Tests; *Graphic Arts; Instructional Materials; Learning Activities; *Photographic Equipment; *Photography; Postsecondary Education; *Production Techniques; *Reprography; *Technical Education

The second of a three-volume set of instructional materials for a course in graphic arts, this manual consists of 10 instructional units dealing with the process camera, stripping, and platemaking. Covered in the individual units are the process camera and darkroom photography, line photography, half-tone photography, other darkroom techniques, overview of the process of color photography, continuous tone film processing and printing, introduction to stripping, stripping techniques, introduction to platemaking, and platemaking techniques. Each unit contains some or all of the following: performance objectives, suggested activities for teachers, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. Instructional materials in the publication are written in terms of student performance using measurable objectives. (MN)

ED219785 CS207133

MacDonald, Susan Peck
"Can I Write About My Life?" The Research Paper and the Inexperienced Writer.
Pub Date Mar 82
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education; Instructional Improvement; Minority Groups; *Nontraditional Students; *Research Skills; *Student Research; *Writing Instruction; *Writing Processes
Identifiers-*Audience Awareness; *Research Papers (Students)

Inexperienced writers can become inspired researchers when they are allowed and encouraged to write about what matters to them. The traditional research paper assignment inflicts torture on students in two ways: (1) by the process it demands--basically a frenzied series of new learning tasks; and (2) by the mystery surrounding its codes--rarely do students know why certain procedures and conventions are important or even who their real audience is. Work with two sets of students in university level Educational Opportunities Program (EOP) rhetoric classes bears out these observations. One set of students worked on research topics triggered by personal experience, most often problems related to their minority backgrounds. The other set worked on topics developed through a more traditional, impersonal approach to the research paper, but even some of these students managed to create more interesting papers by injecting some elements of their personalities into the process. The experience of these students seems to indicate that inexperienced writers can discover for themselves the true process of academic research if they are allowed to bring personal commitment--and therefore a true purpose and sense of audience--to their work. (JL)

Gajar, Anna Helen; Hale, Robert L.

Factor Analysis of the Quay Peterson Behavior Problem Checklist across Racially Different Exceptional Children.

Pub Date Apr 82
Note-15p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-B2).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns; *Behavior Problems; *Behavior Rating Scales; Black Youth; Check Lists; Classification; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Factor Analysis; Learning Disabilities; Mild Mental Retardation; *Minority Groups; *Racial Factors
Identifiers-*Quay Peterson Behavior Problem Checklist

The factor structure of the Quay Peterson Behavior Problem Checklist was investigated with 358 children identified for or placed in special education classes for the emotionally disturbed, learning disabled, and educable mentally retarded. Ss were selected across racial backgrounds to determine the scale's efficacy in measuring personality dimensions in racially different exceptional children. Similarity across races was found on the factors labeled in previous studies as conduct disorders, personality problem, and immaturity/inadequacy. A fourth factor, including items of laziness in school, irresponsibility, dislike for school, was found to be race specific. This factor was interpreted as resistance by black exceptional students toward the expectations within a white academic environment. (Author/SW)

ED219952 FL013138

Davis, Michele S.

El campamento de espanol para los estudiantes de las escuelas secundarias (Spanish Camp for Secondary School Students).

Pub Date 82

Note-108p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Camping; *Enrichment Activities; Extracurricular Activities; Group Activities; Immersion Programs; Secondary Education; *Second Language Instruction; *Spanish; Supplementary Education; *Weekend Programs

A handbook is presented of materials and activities for a weekend Spanish language camp for secondary school students. The materials provided include a schedule, outline maps of Spanish-speaking areas in the world; a glossary of useful vocabulary and sentences arranged according to topic; pen-and-ink drawings of birds, leaves and other things likely to be found in nature; a number of individual and group games; Spanish songs; and a personal diary outline. Also included are the complete camp program, the letters to parents, health forms, and descriptions of group games and other activities. Most of the material is in Spanish; where necessary there are English translations. (AMH)

ED219511 CE032808

White, Shirley A.

An Analysis of Secretarial Employment Ads with Implications for Curricular Modification.

Pub Date 20 Mar 82

Note-12p.; Paper presented at the American Educational Research Association Annual Meeting (New York, NY, March 20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Clerical Occupations; Communication Skills; *Curriculum Development; *Educational Needs; Educational Trends; Education Work Relationship; *Futures (of Society); Human Relations; *Job Skills; *Office Occupations Education; Postsecondary Education; Relevance (Education); *Secretaries; Shorthand; Typewriting

An analysis of secretarial employment advertisements in major metropolitan newspapers across the United States was made in order to determine required job skills. The study was designed to provide information regarding the modification of the secretarial training curriculum in order to reflect the current trends and developments in the business world. With the increased use of dictating/transcribing equipment and the advent of word processing, secretarial students trained in these areas, as well as in manual shorthand, typing, verbal and written communications skills, human relations skills, effective telephone procedures, and organizational skills will be in demand in the business world. The findings of this study suggest that business educators should do the following to prepare secretarial students realistically for the changing office environment: (1) provide training in writing skills and proofreading; (2) provide training in verbal communications and human relations skills; (3) provide training in organizational ability and self-starter skills; (4) provide training in effective telephone techniques; (5) provide at least one course designed for dictation/transcription machine and word-processing equipment; (6) provide typing courses with emphasis upon attaining an accurate speed of 50 words per minute or better; and (7) provide optional programs with and without the study of shorthand. (Author/KC)

ED219568 CE033271

Carvell, Fred; Carvell, Joan B.

A Manual for the Illinois Student Longitudinal Case Study System (ISLCS). Procedures and Materials for Planning and Implementing the ISLCS.

Carvell Education Managment Planning, Inc., Los Angeles, Calif.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date Jun 82
Note-180p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Data Collection; *Followup Studies; Graduate Surveys; Guidelines; Interviews; *Outcomes of Education; *Program Development; *Program Implementation; Questionnaires; Secondary Education;

*Vocational Education
Identifiers-*Illinois; *Impact

Designed for local school and district vocational educators, this manual contains instructions and materials necessary to plan and implement a student longitudinal followup system. Part 1 provides background information and definitions used in the system. In part 2 are described the 11 major activities that must be undertaken by local program sites to plan and implement the system during the first year. Part 3 provides specific guidelines for using the data collection form (Student Case File Contact Record) used to obtain and record information from sample students used in the study. In part 4, directions are provided for synthesizing and summarizing student responses in each program site or district so they can be submitted to the Illinois Department of Adult, Vocational and Technical Education at the end of the school year. Part 5 contains guidelines and directions for making student contacts after the initial year after the system is implemented. These exhibits are appended: sample student permission form, sample summary packet, and cover letter for mail survey. Reproducible materials are also provided, including student case file contact record, master log of student cases, program site sample student summary sheet, and confidential student followup information sheet. (YLB)

ED219589 CE033305

CBAE: Linking Education, Human Services, Business and Industry. Proceedings of the Annual National Competency-Based Adult Education Invitational Conference (6th, Boston, Massachusetts, January 27-29, 1982).

Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.; Worcester State Coll., Mass.
Pub Date Jul 82
Note-89p.
Available from-Office of Community Affairs, Worcester State College, 486 Chandler Street, Worcester, MA 01602 ($3.00).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Education; *Adult Programs; *Basic Skills; *Competency Based Education; Correctional Education; Educational Needs; Education Work Relationship; English (Second Language); Higher Education; Limited English Speaking; Prisoners; Program Evaluation; *School Business Relationship
Identifiers-*Linkage

This monograph contains the proceedings of a conference that provided a forum for those who design, develop, conduct, evaluate, or administer competency-based educational programs for adults regardless of the program setting. Introductory materials include an overview of the conference, an introduction, and a foreward that summarizes the previous six national conferences. Two addresses are presented. In the first, "Forming Linkages in the Learning Society," K. Patricia Cross notes that the changing role of education, the changing nature of the student clientele, and the resultant need for changes in practice speak strongly for the use of competency-based approaches. In the second presentation, John Lawson, Massachusetts Commissioner of Education, looks at the need for adult education and the response of the Massachusetts Board of Education to the need. Synopses of 31 workshops are then provided. Topics covered include program evaluation, education for rural adults, adult reading competence, adult reading management systems, developing and assessing vocational competence, higher education for the incarcerated, linking academic basic skills to jobs, adult education linkages, adult diploma programs, and limited English proficiency adults. Appendixes list sponsors, committee members, exhibitors, and participants. (YLB)

ED219610 CE033343

Military Curriculum Materials for Vocational and Technical Education. Masonry Specialist I & II, 3-19.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date [82]

Note-355p.; For a related document see CE 033 344.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Basic Skills; Behavioral Objectives; *Building Trades; Construction (Process); *Construction Materials; Equipment Maintenance; Equipment Utilization; Estimation (Mathematics); Instructional Materials; *Learning Modules; Lesson Plans; *Masonry; *Mathematics Instruction; Military Personnel; Military Training; Occupational Safety and Health; Planning; Postsecondary Education; Safety; Skilled Occupations; Study Guides; *Vocational Education; Workbooks

Identifiers-*Cement; Military Curriculum Project

These military-developed curriculum materials consist of a course description, plan of instruction, study guides, and workbooks for use in training masonry specialists. Covered in the course blocks are an introduction to masonry and rigid concrete structures. The introduction to masonry, course block I, deals with safety, mathematics and estimating, project planning, maintenance of tools and equipment, and construction layout. Addressed in course block II, on rigid concrete structures, are the following topics: concrete mixtures, preparing for concrete, reinforcement materials and tools, mixing and placing concrete, curing concrete, and concrete maintenance and repair. (MN)

ED219630 CE033380

Let's Work Together: Strategies for Youth Employability Development. A Handbook.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Washington State Dept. of Employment Security, Olympia.
Pub Date May 82
Contract No-33-10-1891
Note-143p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Agency Cooperation; Cooperative Programs; *Coordination; Education Work Relationship; Employment Potential; Employment Programs; *Employment Services; Federal Programs; Program Development; Program Implementation; Resources; Secondary Education; *Vocational Education; Work Experience; Youth Employment; *Youth Programs
Identifiers-*Comprehensive Employment and Training Act; *Washington

This handbook for vocational educators, counselors, employment and training program staff, and youth agency personnel contains ideas for planning and delivering coordinated youth employment services by vocational education and Comprehensive Employment and Training Act (CETA) employment and training programs. Following an overview, section 1 introduces employability in the 1980s, anticipated outcomes of coordinated services, and a rationale for the "Let's Work Together" models for three eudcational settings. Section 2 offers techniques for coordinating services around the five essential minimum areas of a coordinated program: administration organization, services to youth, educational/employability development services, work experiences, and transition from school to work. Models of coordinated services that have been used in the state of Washington are described in section 3 according to the essential administrative program areas. These include comprehensive high school (large high school), pre-vocational program (vocational-technical institute), vocational cooperative program (small high school), regional skills center, and juvenile justice programs. Section 4 tells what local and national resources exist and how to find them. Annotations are provided for these types of resources: vocational agencies in the State of Washington, occupational and career information delivery systems, assessment instruments, and helpful resources. Appendixes include an assessment instrument, a glossary, sample interagency agreements, and other sample program forms. (YLB)

ED219675 CG016098

Bogal-Allbritten, Rosemarie; Lovins, Julie H.
Role Play: A Conflict Resolution Tool for the School Counselor.
Pub Date Mar 82
Note-18p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conflict Resolution; *Counseling Techniques; Counselor Role; Elementary Secondary Education; Group Counseling; Group Dynamics; *Interpersonal Relationship; Models; *Problem Solving; Role Perception; *Role Playing; *School Counselors; Social Cognition

This paper addresses the use of one technique, role play, in the resolution of conflictual situations at various levels in the school system. While a variety of options for dealing with conflict are discussed, primary emphasis is given to that method which resolves the conflict and leaves the relationship intact. The method of role play and its use as a potential tool for conflict resolution are discussed along with a definition of role play, i.e., a technique through which an individual or a group simulates a real life situation. The conditions necessary for favorable role play are enumerated and the steps of a role play are described, including: (1) defining the problem situation; (2) detailing the problem situation; (3) making observer assignments; (4) performing the role play; and (5) discussing the role play. The limitations of role play as a creative tool for conflict resolution are also cited (e.g. age, individuals who are highly dogmatic, cannot tolerate challenges to their authority, or have severe emotional problems). An application of role play in an actual school setting is also provided. (JAC)

ED219722 CS006754

Jobe, Ronald A.

Compute Your Daily Reading Interest: Motivational Strategies to Reading Growth.

Pub Date Apr 82

Note-13p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (8th, Portland, OR, April 1-3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities; Elementary Secondary Education; Library Role; *Motivation Techniques; Reading Attitudes; *Reading Instruction; *Reading Interests; *Teacher Influence; *Teacher Role; Teaching Methods

A survey of adult active readers showed that those learning to read before starting school were influenced by parents who read to them, who read themselves for enjoyment, or who owned many books. The public library was also a critical influence. Classroom teachers can have more influence on their students' reading habits by showing that they themselves are active readers. Teacher strategies that will improve student reading interests are as follows: (1) help improve the school library and acquaint students with it; (2) enlist people with high "child appeal" to advertise reading to children and introduce students to the newspaper; (3) encourage students to keep track of their current reading interests on a classroom graph; (4) encourage students to predict future interests based on the graph; (5) acquaint students with new authors and illustrators; (6) look into literature in translation; (7) watch for books receiving literary awards; (8) watch for books receiving awards for illustrations; (9) keep children immersed in the books they find enjoyable and readable; (10) have children suggest books they would take with them on special trips, introduce titles that follow the same vein as a favorite book, and introduce poetry by candlelight to ensure pleasant literary memories; and (11) allow time for creative writing activities so that students gain a heightened appreciation of the written word. (HTH)

ED219763 CS207085

Blake, Robert W.

A New Look at Basic Skills Writing Instruction: A Teacher Workshop for Basic Skills Writing in the Secondary Schools.

Pub Date [81]

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills; Program Content; Secondary Education; Student Attitudes; Teacher Improvement; *Teacher Workshops; *Writing Instruction; *Writing Processes

A basic skills workshop in teaching writing for secondary school teachers held at the State University of New York at Brockport had a focus radically different from the self-defeating skills-drill remediation usually associated with instruction for "basic writing" students. Four assumptions underlay the workshop sessions: (1) all individuals, even "basic" students, can learn how to write more effectively; (2) the "composing process" is the model for writing instruction; (3) writing teachers need an understanding of basic theoretical statements and the results of research on writing instruction; and (4) writing teachers need to write frequently themselves. The focus of the first workshop session was on the foundations of a basic writing program, and covered topics such as the state of writing research, key elements in effective writing, diagnosing writers' skills, and teaching expressive writing. The second session dealt mainly with teaching expository and persuasive writing, and included steps in composing, brainstorming, teaching the persuasive/argumentative essay, and the Rogerian argument. The third session covered sentence combining, writing evaluation and assessment, and guidelines for setting up a basic skills writing program. The key to the problem of writing difficulties is competent teacher-writers who know the writing process first hand and who are specially trained to teach writing. (HTH)

ED219828 CS503921

Williams, Wenmouth, Jr.; And Others

Political Framing and Agenda Setting in the 1980 Presidential Campaign.

Illinois State Univ., Normal. Graduate School.

Pub Date May 82

Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elections; Females; Males; *Mass Media Effects; *Media Research; Newspapers; *News Reporting; *Political Attitudes; *Political Influences; Sex Differences; Television; Voting

Identifiers-*Agenda Setting; *Political Framing; Presidential Campaigns

Recent research in agenda setting, dealing with the ways people perceive campaign issues dependent upon their coverage by the media has left unanswered the question of how context variables such as political framing--the context within which the media present a particular issue-affect the agenda setting process. A study was conducted to test the hypothesis that voters have agendas similar to media agendas of issues that receive a campaign frame or context when compared to agendas not receiving such a frame. Two sets of data were collected during the 1980 United States presidential campaign: media data from television newscasts and the local daily newspaper were analyzed and reduced to 12 categories, and audience agendas were solicited from 356 residents of central Illinois through telephone interviews. Demographic and interest variables included age, sex, and education. Results did show a strong correlation between audience and media agendas for issues receiving a campaign frame. In all conditions, television was most successful in setting audience agendas. Predictions for newspaper campaign agendas were supported for education, but not age. Women were more affected than men both by television and by newspapers. Post hoc analyses also produced correlations between media use and agenda setting, with television strongest late in the campaign. (JL)

ED219850 EA014824

Kelsey, Kenneth W.

Planning, Evaluating and Reporting--Minnesota's Response to Accountability.

Pub Date Feb 82

Note-10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (62nd, Phoenix, AZ, February, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability; *Annual Reports; Board of Education Policy; Community Involvement; *Educational Legislation; *Educational Planning; Educational Testing; Elementary Secondary Education; Information Dissemination; *Instructional Development; Instructional Improvement; *Program Evaluation; School Districts; State Legislation; State School District Relationship; Tables (Data)

Identifiers-*Minnesota

To help make school districts more accountable without resorting to minimum competency testing, the Minnesota legislature in 1976 passed a law requiring the state's 434 districts to prepare annual planning and evaluation reports (PERs). The PER law obliges districts to develop educational policies and review them annually; create an instructional plan; encourage community participation in policy-making, instructional planning, and evaluation; use tests and other means to evaluate progress; develop school improvement plans where needed; and report annually to the public and the state department of education. Data from the state's summary of the local district reports indicate increasing compliance with the PER law and greater use of improvement plans in most curriculum areas, but relatively low public availability of PER documents and a decline in the number of districts reporting community advisory committees. However, more districts are participating in the state's "piggyback" testing program, using test items developed by the state as well as locally-created items. Comparison of Minnesota's PER law with other states' competency laws shows that while PER is not rigorously enforceable, it does require local participation but without state expenditures. (Author/RW)

ED219870 EA014921

Greene, Mark M.

The Use of Micro-Computers in Educational Evaluation.

Pub Date Jul 82

Note-6p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-*Computer Oriented Programs; Elementary Secondary Education; *Microcomputers; Postsecondary Education; *Program Evaluation; Purchasing

Identifiers-*Computer Selection; Northwest Regional Educational Laboratory

Among other services, the Northwest Regional Educational Laboratory contracts with local school districts, state departments of education, social service agencies, colleges, universities, and other organizations to provide roughly 90 third-party evaluations per year of projects funded through such sources as Elementary and Secondary Education Act Titles I and IV, and the Bilingual, Migrant, and Special Education Acts. This document reports on the reasons behind the laboratory's decision to obtain and use a microcomputer in the evaluation process. Reasons for using a microcomputer included the need to handle large quantities of data, the need for multiple analyses, and the potential for routinizing certain aspects of the process. Criteria entertained in selecting a particular system included the system's data storage capacity, available software, the availability of competent software developers and modifiers, the potential for linkage with client systems, the availability of support services, the potential for upgrading, the relative speed, the known history and reputation of the equipment, its relative cost, and its compatibility with previously obtained equipment. Finally, the document discusses the actual implementation process, noting the work flow needs and commenting on the unexpected effort necessary to develop a process tailored to the laboratory's specific requirements. (Author/PGD)

ED219932 FL013037

Zamir, Jan

U.S. Suburban Middle Class Attitudes toward Foreign Language Learning.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-36p.

Available from-Not available separately; see FL 013 032.

Document Not Available from EDRS.

Descriptors-Academic Achievement; French; German; Grades (Scholastic); *High School Students; *Language Attitudes; Latin; *Middle Class Students; Parent Education; Questionnaires; Secondary Education; *Second Language Learning; Second Languages; Spanish

Identifiers-Illinois

A study was made of language attitudes of suburban middle class high school students with special reference to French, German, Spanish, and Latin. Of the 621 subjects chosen for the study, 82 had never had any foreign language learning experience. Two types of questionnaires were given, one to those who had studied foreign language and the other to the group who had not. The survey was taken in a high school with a population of 2,300 students in an affluent suburb. The first part of the report gives background information on parents' educational background, their language experience, the students' knowledge of a foreign language prior to high school, and enrollment figures for the four languages. This part also provides information on overall academic performance, grade averages in foreign language, students' attitudes toward each language, and their rationale for studying a foreign language. The second part discusses language choice and grades achieved in terms of sex of the students, as well as attitudes of males and females toward each language. Part 3 discusses parents' educational background as the index of the rationale for pursuing a foreign language. Here, no correlation showed up between parents' educational background and the students' consideration of the importance of foreign language. The two questionnaires used in the study are attached. (AMH)

ED220009 HE015362

Douglas, Joel M.; Flanzraich, Lisa

Collective Bargaining in Higher Education and the Professions, Bibliography No. 10.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date Jan 82

Note-98p.

Available from-National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 ($15.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Freedom; Accountability; Affirmative Action; Arbitration; *Collective Bargaining; College Administration; *College Faculty; Conflict Resolution; Contracts; Court Litigation; Dental Schools; Due Process; *Employment Practices; Equal Opportunities (Jobs); Faculty Workload; Federal Legislation; Governance; Grievance Procedures; *Higher Education; Legal Problems; Medical Schools; Nursing Education; Part Time Faculty; *Personnel Policy; *Professional Personnel; Retrenchment; Teacher Discipline; Teacher Dismissal; Teacher Employment Benefits; Teacher Salaries; Tenure; Women Faculty

Identifiers-Canada; National Labor Relations Board v Yeshiva Univ; United States

A bibliography of 765 items which illustrates the wide range of topics that affect collective bargaining in higher education and the professions for 1981, is presented. Items are dated 1978 or later, and ERIC reference numbers are cited where appropriate. The primary focus and interest is academic collective bargaining; however, the literature on allied health care professionals, nurses, physicians, and health care institutions is included, and other groups of professionals such as librarians, lawyers, social workers, bankers, and engineers are also covered. The following specific topics are addressed in regard to college faculty: academic freedom; accountability; administration; affirmative action; arbitration and mediation; collective bargaining (U.S. and Canada); community colleges; contract and contract issues; court cases and administrative orders (states and Supreme Court); discipline and dismissal; discrimination; dispute and dismissal; dispute resolution; due process; elections; evaluation; faculty in dental, medical, and nursing schools; faculty attitudes and organizations; fiscal issues; fringe benefits; governance; government regulations; grievance procedures; legal issues; legislation; academic librarians; long-range planning; National Labor Relations Board; part-time faculty; personnel administration; public sector labor relations; retirement; retrenchment; salaries; sexual harassment; strikes; student personnel professionals; students; teaching assistants; tenure; unit determination; women faculty; the Yeshiva decision; and workload. A cross-disciplinary approach is used in examining the material in the bibliography, which includes indices by author, court cases/administrative orders, and subject. Sources of information are also listed. (SW)

ED219699 CG016123

Fulton, Margaret A.

Worker Motivation Study: Preliminary Analysis.

Pub Date Apr 81

Note-12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Employee Attitudes; *Employees; Factor Analysis; Feminism; Goal Orientation; Higher Education; Incentives; *Motivation; *Personality Traits; *Sex Differences; Work Attitudes

Identifiers-*Worker Motivation Scale (Wherry and South)

Since the Hawthorne Studies gave birth to the human relations approach to management, employee motivation, defined as an intervening variable(s) that accounts for factors within an individual that arouse, maintain, and channel behavior toward a goal, has been of much interest. An attempt was made to replicate the factor structure of the Wherry and South Worker Motivation Scale, by administering the instrument to 792 university employees. The results showed replication to some extent. However, the findings uncovered different factor structures for males and females. The most interesting finding was a new component for women, upward striving, which appeared to reflect the impact of the women's movement. (Author/JAC)

ED219953 FL013139

Actes du colloque sur le bilinguisme, Universite de Neuchatel, 14/15 Septembre, 1981 (Proceedings of the Colloquium on Bilingualism, University of Neuchatel, September 14-15, 1981).

Neuchatel Univ. (Switzerland).
Pub Date 82
Note-210p.; Published by the Institut de Linguistique.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adults; *Bilingualism; Children; Dialect Studies; French; German; *Immigrants; Italian; Language Attitudes; *Language Processing; Language Variation; Linguistic Theory; Native Language Instruction; *Second Language Learning; Spelling

This issue contains proceedings of a colloquium on linguistics at the University of Neuchatel: (1) "Propositions epistemologiques pour une etude du bilinguisme (Epistemological Propositions for a Study of Bilingualism)," by B. Py; (2) "Comment on di ca? Prolegomenes a une etude de la composante semantique du langage des migrants (How Do You Say That? Prologue to a Study of the Semantic Composition of Migrants' Speech)," by G. Ludi; (3) "Comportement et Conscience du Comportement (Behavior and Awareness of Behavior)," by A. Berthoud; (4) "L'acquisition d'une deuxieme langue par des adultes immigres (Acquisition of a Second Language by Adult Immigrants)," by C. Perdue; (5) "Attitudes linguistiques: esquisse d'une typologie (Language Attitudes: Outline of a Typology)," by D. Apotheloz; (6) "Fur eine Untersuchung der Muttersprache italienischer Gastarbeiterkinder in Kontakt mit Deutsch (A Case for an Examination of First Language Usage by Children of Italian Workers in Contact with German)," by A. di Luzio; (7) "Langues et dialectes en contact dans les billes industrielles de l'Italie du Nord: bilinguisme et migrations italiennes (Contacts between Languages and Dialects in Industrial Sections of Northern Italy)," by G. Berruto; (8) "Migration interne et changement de langue a Bruxelles (Internal Migration and Language Variation in Brussels)," by P. Nelde; (9) "L'enseignement en langue maternelle aux enfants des travailleurs migrants: une etude de cas a la lumiere d'arguments theoriques (Native Language Instruction for Children of Migrant Workers: A Case Study in Light of Theoretical Arguments)," by A. Verdoodt; and (10) "Etude du processus d'apprentissage de l'orthographe francaise par des adolescents migrants (A Study of Procedures for Learning the French Spelling System used by Migrant Adolescents)," by M. von Allmen. (AMH)

ED219975 FL013193

Galloway, Vicki; And Others

Language: Yours, Mine and Ours. Introductory Unit to Around the World: Languages and the People Who Speak Them.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.

Pub Date [80]

Note-49p.; For related documents, see FL 013 192-197.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Applied Linguistics; Communication (Thought Transfer); *Cross Cultural Training; Experiential Learning; *Global Approach; *Language; Language Variation; Learning Activities; *Linguistic Theory; *Middle Schools; Nonverbal Communication; Secondary Education; Self Concept; Speech Communication; Teaching Guides

This introductory unit to the exploratory language program, "Around the World," developed in South Carolina discusses the nature of language and so provides a framework in which to fit subsequent learning. It seeks to make students aware of the language they already use unconsciously. In line with this goal, it is divided into categories of activities useful for introducing and reinforcing six major concepts about language: (1) a sense of identity is important to us and is intimately connected with language; (2) languages are codes devised by humans to communicate about things, ideas, people, concepts and actions; (3) we live in the changing world of our language; (4) language is a set of rules made up "by no one and by everyone"; (5) language is not always spoken, not always written, but sometimes unspoken and includes symbols; and (6) languages are born, grow, and die. Following these sections is a chart and explanation of language families. An appendix presents a dialogue about a man from outer space arriving on earth, activity suggestions, and an adaptation of an article on American personnel in Micronesia. (AMH)

ED219993 HE015233

Pelczar, Michael J., Jr.

The Value and Future of Graduate Education Leading to a Master's Degree: A National Perspective.

American Association of Colleges of Nursing, Washington, D.C.
Report No-AACN-Pub-80-2
Pub Date 19 Mar 80

Note-10p.; Paper presented at the Annual Meeting of the American Association of Colleges of Nursing (Lexington, KY, March 19, 1980).

Available from-American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 ($1.50).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Role; Doctoral Programs; *Educational Benefits; *Educational Quality; *Graduate Study; Higher Education; *Masters Degrees; Nursing Education; Student Financial Aid; Trend Analysis

The value of graduate education at the master's degree level is considered by the president of the Council of Graduate Schools (CGS) in an address to a 1980 conference of the American Association of Colleges of Nursing. Graduate education at the master's degree level involves the overwhelming majority of graduate students. In addition, in the field of nursing there is a need for more education and training at the graduate level, and particularly at the master's degree level. It is suggested that the assessment of quality must recognize the diversity of objectives of various programs. A questionnaire containing 60 statements concerning characteristics of doctoral programs was field tested as part of a doctoral program evaluation project of the Graduate Record Examination Board and the CGS, which has also engaged in a similar project at the master's degree level. It is proposed that attention needs to be given to further extending present federal student support programs to candidates for graduate degrees, particularly during their first year of study, so as to reduce the exclusionary pressures against qualified students who have financial limitations. It is concluded that: the master's degree is the growth industry of graduate education; it is a level of higher education that a larger and larger percentage of society will continue to seek to satisfy their personal desire for educational advancement; it is a level of higher education that society needs in order to address increasingly complex problems; and it is a level of higher education needed by society so that leaders have better informed and educated followers. (SW)

ED219531 CE033147

Oversight of the Vocational Education Act, 1981. Hearing before the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session on Oversight on Ways to Contribute to the Future Reauthorization of the Vocational Education Act (Montpelier, Vermont).

Congress of the U.S., Washington, D.C. Senate Subcommittee on Labor and Human Resources.

Pub Date 14 Oct 81

Note-119p.; Not available in paper copy due to small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Finance; *Educational Legislation; *Educational Needs; *Educational Objectives; Educational Planning; Educational Policy; Educational Practices; *Federal Legislation; Federal Programs; *Financial Needs; Financial Support; Hearings; Job Training; Labor Force Development; Labor Market; Labor Needs; Needs Assessment; Policy Formation; Position Papers; Postsecondary Education; Program Development; Program Effectiveness; Public Policy; Secondary Education; *Vocational Education

Identifiers-Congress 97th; *Vocational Education Act 1981

This congressional hearing contains testimony given in Montpelier, Vermont, at the first of a series of nationwide hearings on vocational education. Focus of this particular hearing is on the specific needs of Vermont as a rural northeastern state to train a workforce that is talented enough to help retrain existing businesses and industry and attract new growth to the state's economy. Included among the businesses, industries, and educational industries represented at the hearing were the following: Division of Vocational Education, Vermont Department of Education; Hayward Tyler Pump; Brattleboro Development Credit Corporation; Fellows Corporation; Vermont Technical College; the Vermont Educational Association; the Council for Exceptional Children; and the Vermont Coalition of the Handicapped. (MN)

ED219549 CE033240

Fox, Shirley Robock

The Michigan Interagency Collaborative Initiative. Progress Report, 1979-1981. Volume I.

National Inst. for Work and Learning, Washington, D.C.
Spons Agency-Michigan State Dept. of Labor, Lansing.
Pub Date Oct 81
Note-122p.
Available from-The Center for Education and Work, The National Institute for Work and Learning, 1211 Connecticut Ave., N.W., Washington, DC 20036 ($15.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents; Adults; *Agency Cooperation; *Community Cooperation; *Cooperative Planning; Education Work Relationship; *Employment Programs; Federal Programs; Institutional Cooperation; Intergroup Relations; *Program Effectiveness; Shared Services
Identifiers-Comprehensive Employment and Training Act; *Interagency Collaborative Initiative; *Michigan

The State of Michigan, through its interagency Collaborative Initiative begun in 1979, has established local Interagency Collaborative Boards (ICBs) similar to work-education councils, in 30 of the 33 Comprehensive Employment and Training Act (CETA) prime sponsor areas in the state. These boards, unlike mandated councils, are not advisory to any one segment of the community, but provide a neutral forum for all sectors to identify mutual interests and to develop programs for mutual benefit. A review of the Initiative from its beginning in 1979 was made through written documentation provided by the state, interviews with state-level persons involved in the initiative, five case studies in diverse ICB communities, and individual profiles prepared locally by each ICB. The evidence gathered indicates that, in each community in which an ICB is well established, knowledge is being shared and activities are being collaboratively planned and implemented. These activities are enabling youth and adults to make the transitions between education and employment with employability skills and better knowledge of their options, are reducing duplicative services in the community, and are providing for more efficient delivery of pre-employment and placement services. To enhance the continued growth of local collaboration in Michigan communities, the following recommendations are made: (1) that the state expand its collaborative activities as a model for local collaboration; (2) that the state provide more funding as a replacement for federal funding; (3) that the state provide other supportive services to the ICBs; and (4) that ongoing assessment of ICB initiative should be conducted. (KC)

ED219742 CS006780

Freeman-Towner, Rhonda Jean

What Research Says about the Effects of Television Viewing on the Reading Achievement of Elementary School Children.

Pub Date [81]

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Childhood Attitudes; Children; Elementary Education; Programing (Broadcast); *Reading Achievement; Reading Attitudes; Reading Interests; *Reading Research; *Relationship; *Research Needs; *Television Research; *Television Viewing

A review of the research concerning the relationship between children's reading achievement and television viewing reveals many contradictions. For example, the findings show that the amount of television viewing that affects reading achievement in one child may not affect another in the same way. What a child watches on television also seems to have differing effects. More research needs to be conducted on specific types of programing and their effects on reading. (FL)

ED219807 CS503805

Hollihan, Thomas A.

Propagandizing in the Interest of War: A Rhetorical Study of the Committee on Public Information.

Pub Date Apr 82

Note-26p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Censorship; Civil Liberties; Freedom of Speech; *Government Role; *Propaganda; *Public Opinion; *Rhetoric; Speech Instruction; *Teacher Role; United States History; War

Identifiers-*Committee on Public Information; World War I

The Committee on Public Information was created by President Woodrow Wilson in 1917 and charged with informing the public about the war in Europe. Under the leadership of newspaper publisher George Creel, the Committee undertook a vigorous campaign that included censorship of government press releases; the production of posters, films, and patriotic advertising; the release of pamphlets and newspapers; and the introduction of a national speaking program. Speech teachers played an active role in this latter program. Through an organization called the "Four-Minute Men," they volunteered their expertise and delivered speeches across the nation explaining the draft, urging the purchase of bonds, stressing the necessity of supporting the Red Cross, and explaining why the country was at war. In addition, these teachers helped to train other speakers for the program. The Four-Minute Men used emotive rather than factual appeals, and usually relied on a personal approach to establish rapport with their audiences. The work of the Committee helped to undermine freedom of the press and intellectual freedom, and it is disappointing that the speech discipline has paid so little attention to its role in this endeavor. (FL)

ED219890 EC143105

Aldrich, Phyllis; And Others

Educating Gifted Pupils in the Regular Classroom. Training Manual.

New York State Education Dept., Albany. Div. of Education for the Gifted and Talented.

Pub Date Jan 82

Note-429p.; Print is poor in parts.

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Check Lists; Curriculum; Elementary Secondary Education; *Gifted; History; Informal Assessment; Inservice Teacher Education; Learning Activities; Mainstreaming; Media Selection; Parent Participation; Parent Teacher Cooperation; Program Development; Resources; Student Characteristics; Talent Identification; *Teacher Workshops; *Teaching Methods

Intended as a guide for teacher trainers, the manual is designed to help regular classroom teachers better understand and serve gifted and talented students. Section I offers an introduction to gifted education with an outline of history and research, and workshop activities covering issues regarding attitudes toward the gifted, teacher competency, and special instructions and special environments. A second section focuses on characteristics, identification procedures, and needs of the gifted in both academics and arts. Assessment, particularly informal techniques, is the topic of Section III. Section IV contains activities and instructional packets on applying 26 models and teaching strategies including Bloom's Taxonomy, the Enrichment Triad, the independent study technique, divergent/convergent thinking, Guilford's model, and the inquiry method. Section V considers program and management options, while Section VI offers checklists and forms for evaluating commercial materials. Parent involvement is covered in Section VII in terms of understanding parent attitudes and working with parents. A final section lists additional resources. (Resources lists are also provided at the end of the individual sections.) Information sheets on activities, contained throughout the manual, include information on activity objectives, time required, materials needed, equipment, and directions. (SW)

ED219911 EC143196

Hilton, Alan

Redirecting and Redesigning the Curriculum to Meet the Needs of the Severely and Multiply Handicapped.

Pub Date Apr 82

Note-32p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-49).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development; Definitions; *Educational Needs; Elementary Secondary Education; *Program Development; *Severe Disabilities; *Teaching Methods

The paper addresses the educational needs of severely handicapped students with emphasis on the redirecting and redesigning of current thinking, curriculum structure, and teaching methods so that students develop functional skills. Stressed are the need to reconsider the definition of the severely handicapped, the purpose of their education, and the needed emphasis on functional education. Noted is the need for curriculum to be structured around the selection of critical skills, taught on a functional basis, and based on the domains of residential and vocational skills. Teaching methods which should be changed are also considered, including the structuring of instruction, modification of performance criteria used, lessening of the emphasis on discrete trial format, and adoption of practices (such as using age appropriate curriculum and materials) that have been identified as being present in "good" programs. (Author/DB)

ED220025 HE015384

Freeman, Nancy S.

Computer Analysis of a Faculty Information System. AIR Forum 1982 Paper.

Pub Date May 82

Note-31p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability; *College Faculty; *Computer Oriented Programs; Data Analysis; Databases; *Full Time Faculty; Government School Relationship; Higher Education; *Information Systems; Institutional Research; National Surveys; Program Descriptions; Questionnaires; Recordkeeping; Records (Forms); Reports; Statistical Data; Teacher Characteristics; Teacher Employment Benefits; *Teacher Salaries; *Tenure

Identifiers-*AIR Forum; Higher Education General Information Survey

The development and implementation of an information system concerning full-time faculty are described. The system originated as a direct result of the need to complete the full-time faculty salaries, tenure, and fringe benefits section of the annual Higher Education General Information Survey (HEGIS) report. This approach uses computer analysis as the methodological base for form completion. Attention is directed to the design of the system, its methodology, and its use. Copies of the survey form, code schematic, and computer analysis program are included to allow for replication. Eighteen data categories were designated as information needed to complete a wide range of internal and external requests for data about full-time faculty. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data. This information system permits timely and accurate reporting using minimal resources and can help the office of institutional research keep academic and administrative officers well-informed. Data concerning faculty rank, gender, age, and degree earned are items frequently requested by peer institutions, government, and accrediting agencies. The system provides information concerning salaries and tenure of faculty holding 9-month and 12-month contracts. Salary information is presented according to rank for each gender. Information is also presented by departments, school, or campus on tenure status, and fringe benefits for full-time faculty. A sample HEGIS form (HEGIS XVI) is appended. (SW)

ED219652 CE033509

Farajollahi, Karim; And Others

Graphic Arts: Book Three. The Press and Related Processes.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 82
Note-294p.; For related documents see CE 033 507-508.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Competency Based Education; Criterion Referenced Tests; *Equipment Maintenance; *Graphic Arts; Instructional Materials; Learning Activities; Paper (Material); Postsecondary Education; *Printing; *Production Techniques; *Reprography; Supplies; *Technical Education
Identifiers-*Printing Presses

The third of a three-volume set of instructional materials for a graphic arts course, this manual consists of nine instructional units dealing with presses and related processes. Covered in the units are basic press fundamentals, offset press systems, offset press operating procedures, offset inks and dampening chemistry, preventive maintenance and trouble shooting, other printing processes, cost awareness, binding and finishing, and calculating paper cutting. Each unit contains some or all of the following: performance objectives, suggested activities for teachers, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. Instructional materials in the publication are written in terms of student performance using measurable objectives. (MN)

ED219676 CG016099

McCubbin, Hamilton I.; Patterson, Joan M.

Family Stress and Adaptation to Crises: A Double ABCX Model of Family Behavior.

Pub Date Oct 81

Note-24p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment); *Behavior Patterns; Child Rearing; *Coping; Disabilities; *Family (Sociological Unit); *Family Life; Family Problems; Family Relationship; Longitudinal Studies; Models; *Stress Variables; Systems Approach

Identifiers-*Double ABCX Model

Recent developments in family stress and coping research and a review of data and observations of families in a war-induced crisis situation led to an investigation of the relationship between a stressor and family outcomes. The study, based on the Double ABCX Model in which A (the stressor event) interacts with B (the family's crisis-meeting resources) which interacts with C (the family's interpretation of the event) which produces X (the crisis), was designed to study variables that discriminate between balanced and imbalanced family units faced with the chronic strain of raising a child with cerebral palsy. The 217 families responded to questionnaires about family life changes and parental coping. The balanced group revealed moderate scores on cohesion and adaptability subscales. This group was able to change their power structure, role relationships, and rules in response to stress. The imbalanced families were characterized by rigidity and chaos. The data partially support a multivariate and interactive approach to the study of differences between balanced and imbalanced families. (JAC)

ED219786 CS207134

Milner, Joseph; Reising, R. W.

Classroom Experimentation and Good Teaching: Are They Compatible?

Pub Date Apr 82

Note-8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (1st, Minneapolis, MN, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Observation Techniques; *Classroom Research; Elementary Education; Ethnography; *Research Methodology; *Research Problems; Writing (Composition); *Writing Processes; *Writing Research

As more and more writing process oriented teachers must oversee, design, and execute classroom intervention studies, a discrepancy arises from the inappropriateness of the process style to the product orientation of research. In establishing experimental procedures, researchers try to account for all variables, but for process-oriented teachers, conducting research, this can result in additions, deletions, and changes throughout the study. With regard to writing evaluation, the process-oriented teacher's natural bent toward personal response often impedes a blind evaluation in the research. A final area of conflict relates to a process teacher's concern for individual performance rather than for group achievement. An alternative which avoids some of these problems can be found in ethnographic research. By observing children's natural behavior in the classroom, researchers can see the spontaneous act rather than the forced response and thus learn much from that store of information. Maintaining as nearly as possible a natural setting is an obvious yet elusive fundamental axiom. Situations wherein students are writing about writing, are then asked to think about their metawriting activity, and are furthermore asked to speak about this into a tape recorder seem to be a great distance from the natural act of writing. A second caution centers around the tendency of some of these studies to draw generalizations or conclusions unwarranted by this type of research. (HTH)

ED220042 HE015401

Greene, James E.; And Others

Persistence toward a Degree in Urban Nonresidential Universities. AIR Forum 1982 Paper.

Pub Date May 82

Note-31p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; *Academic Persistence; *College Students; Commuter Colleges; Grade Point Average; Higher Education; Institutional Research; Longitudinal Studies; Peer Influence; Predictor Variables; State Universities; *Student Adjustment; *Student Attrition; Student Characteristics; Student College Relationship; *Urban Universities

Identifiers-*AIR Forum; *Georgia State University

Factors contributing to the academic persistence of college students and those factors that may be amenable to institutional control were studied in 1980 at Georgia State University. The academic career of 4,481 students was studied for a 5-quarter period at this nonresidential, urban university. Multiple regression and multiple discriminant analyses were performed on indicators of academic status, demographic background, course context, academic program, and course subject area. It was found that: (1) students likely to attend more quarters had higher grade point averages (GPAs) in their first quarter and that their GPAs increased over time; (2) students who indicated a change of address attended more quarters; (3) students who never received university financial aid attended fewer quarters; (4) students receiving veterans' benefits withdrew less frequently from courses, as did foreign students; (5) students enrolled in classes with high withdrawal rates seemed to withdraw more, while those in courses enrolling students with higher average GPAs and courses in which higher average class grades were given attended more quarters; (6) students attended more when they were in classes having a high proportion of nonminority males; and (7) students who attended fall quarter and students who attended all five quarters in the study period were more accurately predicted than students who fell in between these extremes. It is concluded that persistence is a problem involving social adaptation, and a good measure of this adaptation is first quarter academic performance. Findings from other related studies and implications of the findings are examined in detail. (SW)

ED220059 HE015418

Muffo, John A.; Whipple, Thomas W.

The Use of an Expectancy-Value Model in Studying a University's Image. AIR Forum 1982 Paper.

Pub Date May 82

Note-29p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Standards; College Bound Students; College Choice; College Faculty; Commuter Colleges; Higher Education; High School Students; Institutional Characteristics; Institutional Research; Majority Attitudes; *Marketing; Models; Parent Attitudes; *Public Opinion; *Reputation; School Counselors; School Safety; Secondary School Teachers; Student Attitudes; *Student Recruitment; *Urban Universities

Identifiers-*AIR Forum; *Cleveland State University OH

The use of an expectancy-value model, common to consumer marketing studies, in analyzing the market position of Cleveland State University was investigated. Attention was focused on showing how consumer attitude concepts and methodologies can be used in developing a strategic marketing plan. Six populations were identified as groups important to the university and its future: general population from a six-county area, undergraduate students at the university, those accepted for graduate school, parents of undergraduates, college bound high school seniors, and high school teachers and counselors. All data were gathered via telephone surveys conducted by a marketing research firm. Based on responses from 1,850 individuals, the university was generally perceived as being geographically and economically convenient, offering an adequate education, but lacking in safety, academic stature, and the social benefits of living away from home. The expectancy-value model was found to be a useful method. Its use identified discrepancies between perceptions of those closest to the university and those least familiar with it that have relevance to the university's overall marketing effort. Application and enrollment gains can possibly result from a better understanding in the community at large as to the high quality of the university's underrated faculty and programs. Graphs illustrate the attitudes of the respondent groups regarding: the need for high quality professors, academic reputation, numerous course offerings, the range of degrees offered, personal safety on campus, and the availability of a university close to home. (SW)

ED219512 CE032809

Mullen, Robert E.; Cambell-Thrane, Lucille

Self-Directed Exchange of Credentials. A Model for Learners, Clients and Brokers.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date [82]

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education; Adult Education; *Adult Learning; Adult Students; *Credentials; *Educational Innovation; Educational Needs; External Degree Programs; *Models; *Nontraditional Education; Postsecondary Education; Qualifications; Relevance (Education); *Special Degree Programs

Identifiers-*Educational Brokerage

Adults often prefer self-directed learning over teacher-directed, classroom-oriented learning. They feel that their life experiences and self-initiated projects teach them more than they can learn in a formal classroom situation. Persons usually do not pursue such self-directed learning, however, because of conflicting role requirements, a lack of facilities, and a lack of rewards or credentials. The most important obstacle is the lack of credentials for self-directed learning. There are personal, economic, and social constraints on any person's decision and authority to award credentials. A learning contract brokerage model is proposed to help the determined self-directed learner to overcome these constraints to credentialing. The model would set up a brokerage system in which the learner can do needed work for a teacher--who then becomes a "client"--in exchange for an academic credential, or some similar item, such as a letter of recommendation. A third party serves as the "broker" between the learner and client, and helps to overcome the issue of high-status teacher versus low-status learner. The market dynamic is also accounted for in the model as a means of motivating productivity and rewarding creativity. A model contract is proposed for the brokerage. (KC)

ED219590 CE033307

The Ideals and the Tasks of Lifelong Education--A Summary of the Report by the Central Council for Education.

National Inst. for Educational Research, Tokyo (Japan).
Report No-NIER-OP-05/82
Pub Date Jun 82
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Lifelong Learning; *Older Adults
Identifiers-*Japan

This paper summarizes a report focusing on the concepts of lifelong education and the learning society as guidelines for education in the future in Japan. Chapters 1 and 2 give a general outline presenting the meaning and concept of lifelong education, and consider the necessity of such education in light of the social and economic background of Japan. After the existing educational facilities are evaluated from the viewpoint of lifelong education, general problems in promoting such education are pointed out. Chapters 3-5 deal with education for special age groups--pre-adulthood, adulthood, and old age. Problems are pointed out, and proposals are made regarding education at every stage of life to be carried out at home, at school, and in society. Chapter 6 reiterates the Ministry of Education, Science, and Culture's commitment to lifelong education. (YLB)

ED219611 CE033344

Military Curriculum Materials for Vocational and Technical Education. Masonry Specialist III & IV, 3-20.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date [82]
Note-197p.; For a related document see CE 033 343.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Behavioral Objectives; *Bricklaying; *Building Trades; Construction (Process); *Construction Materials; Instructional Materials; *Learning Modules; Lesson Plans; *Masonry; Military Personnel; Military Training; Postsecondary Education; Skilled Occupations; Study Guides; Workbooks
Identifiers-*Cement; Military Curriculum Project; *Plasters; Tile Occupations

These military-developed curriculum materials consist of a course description, plan of instruction, study guides, and workbooks for use in training masonry specialists. Covered in the course blocks are laying concrete blocks, stone, and bricks as well as plaster, stucco, and tile. Course block III, on laying concrete blocks, stone, and bricks, deals with cutting masonry, concrete block construction, brick construction, and maintenance and repair of masonry structures. Addressed in course block IV, on plaster, stucco, and tile, are applying plaster and stucco and installing wall and floor tile. (MN)

ED219700 CG016124

Cole, Claire C.

Guidance in the Middle School: Everyone's Responsibility.

Spons Agency-National Middle School Association, Fairborn, Ohio.
Pub Date 81
Note-24p.
Available from-National Middle School Association, P.O. Box 968, Fairborn, OH 45324 ($3.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Counseling Services; *Counselor Role; Developmental Tasks; *Middle Schools; Parent School Relationship; Program Descriptions; *School Counselors; *School Guidance; School Responsibility; Secondary Education; Student Adjustment; *Student Development; *Teacher Guidance

This monograph describes the role of the middle school counselor and middle school teacher in developing an educational program that meets the developmental and individual needs of students. The author identifies the broad-based and multi-dimensional perspectives of such a program and suggests that teachers and other school personnel should share guidance responsibilities. The needs of the emerging adolescent are described in terms of six developmental tasks, illustrated by student dialogues. The role of the counselor in consulting and coordinating as well as counseling is described. A sample of available resources are listed in an annotated bibliography. A role statement for counselors developed by the Virginia School Counselor Association and the Virginia Association for Counselor Education is appended. (JAC)

ED219723 CS006756

Kossack, Sharon Wall; Vigilante, Nicholas

A Proposed Taxonomy of Mathematical Vocabulary.

Pub Date Dec 81

Note-13p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification; Curriculum Development; Educational Diagnosis; Elementary Secondary Education; *Mathematical Vocabulary; *Mathematics Instruction; Problem Solving; Readability; Textbook Selection

Most teachers of mathematics would agree that a student's major difficulty when studying mathematics is the mastery of "vocabulary." A taxonomy could provide an outline of the various types of vocabulary and could suggest their relative interrelationships. One proposed taxonomy has five levels that seem to recur. The levels seem to have interactive properties, since a single term can be included in a number of categories, depending on the context. The various levels include (1) standard--common words normally encountered in oral and written language; (2) transitional--words which have both a mathematical referent as well as a common referent whose meanings are not the same; (3) technical--words specific to mathematics; (4) changeable--technical terms whose meanings change within the area of mathematics; and (5) phrases--multiple word terms with specialized meanings as a unit, with the meaning of the unit being more than a compilation of the meanings of the parts. This interrelated taxonomy of mathematical vocabulary could have implications for instruction, diagnosis, readability, problem solving, materials selection, the organization and development of instructional materials, curriculum development, and communication. (HOD)

ED219743 CS006782

Layton, Kent

The Application of Weikart's Theories in Teaching Non-English Speaking Students How to Read.

Pub Date Apr 82

Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development; *Concept Formation; Elementary Secondary Education; *Models; *Non English Speaking; Psychomotor Skills; *Reading Instruction; *Second Language Instruction; *Second Language Learning; Teaching Methods; Verbal Stimuli

Identifiers-Weikart (David)

Non-English speaking students of average intelligence experience extreme frustration when learning to read. The frustration is partly a result of simultaneous requirements to speak, read, listen, and write in the new language. It also is possible that the teaching methods and strategies employed by the teachers could be harmful to non-English speaking students' academic success and self-concept development. If teachers are to work effectively with non-English speaking students, they must begin with an English-based, cognitively oriented program of some type. By developing cognitively oriented programs, teachers can be assured that students can understand concepts in English prior to being directed to read and understand those concepts. Weikart's cognitive curriculum may be useful for developing such a program. Content areas focus on classification, seriation, spatial relationships, and temporal relationships that are taught through providing motor and verbal experiences. Three levels of representation (index, symbol, and sign) are then integrated into the curriculum. For example, Weikart's model can be used to teach students about the four main food groups. For the classification index level, the teacher would exhibit many different real foods from the food groups; for the spatial relationships index level, the students would discuss size relationships of the foods, and so on. By using the model, a teacher can take advantage of a non-English speaking students' nonverbal abilities, learning styles, and verbal concepts in their native languages to move them progressively toward the language-related skills in English. (HOD)

ED219829 CS503923

Welch, Alicia J.

The Impact of Information Channel on Verbal Recall Among Preschool Aged Television Viewers.

Pub Date May 82

Note-17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Instruction; *Aural Learning; Cognitive Processes; *Cognitive Style; *Learning Modalities; Preschool Children; Preschool Education; *Recall (Psychology); *Television Research; *Television Viewing; *Visual Learning

Identifiers-Mister Rogers Neighborhood; Sesame Street

A study investigated the learning impact of audio, visual, and audiovisual information channels in televised messages among preschool children. The messages consisted of a half-hour videotape of "Sesame Street" episode (presented to 48 subjects), and a videotape of an intact "Mister Roger's Neighborhood" program (presented to 50 subjects). Subjects viewed the videotapes alone in a room that simulated natural viewing conditions, with comfortable furniture, indirect lighting, and the presence of toys and books as alternative activities to viewing. During the program, subjects were observed through a one-way window. Immediately after the tapes ended, the experimenter administered a learning questionnaire, which was broken down in terms of the mode by which the information necessary to answer the question was presented. Each subject viewed all conditions and responded to three separate sets of questions, dealing with information presented on the audio track, the visual track, and both tracks congruently. Results of the questionnaire indicated that audiovisual messages and visual messages were recollected significantly better than audio ones. There were no differences between audiovisual and visual messages, however. The results supported a theory regarding the visual nature of children's cognitive processing abilities, and questioned the necessity of providing verbal labels for visual informmation (HTH)

ED219933 FL013038

James, Charles J.
Languages, the Public, and the Media.
Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-7p.
Available from-Not available separately; see FL 013 032.
Document Not Available from EDRS.
Descriptors-Newspapers; Periodicals; *Programing (Broadcast); *Publications; *Radio; *Second Languages; *Spanish Speaking; *Television

A survey is presented of foreign language (FL) newspapers, magazines, and radio and television stations that broadcast exclusively in foreign languages or that offer foreign language programming. The content of foreign language newspapers and magazines resembles that of English language publications. The majority of the 386 foreign language publications and the 246 bilingual publications appear monthly. Many are directed to a particular audience and cover specific subjects. In terms of circulation, Spanish is the largest with over 1,500,000 readers; but in terms of numbers of periodicals, Ukrainian is the largest. Most foreign language periodicals are concentrated in specific geographical areas and for specific language groups. Only a few radio and television stations broadcast exclusively in foreign languages, but many stations air FL programs in short blocks of non-prime time. It was found that radio stations frequently broadcast programs in three to four languages in a row. Spanish is a special case. Because the Spanish-speaking populace of the United States is large and diverse, the media which serve it are as extensive as equivalent English-language media. There are also small but active radio networks in Spanish, such as "the Caballero Radio Network," and newspapers in Spanish in all major urban areas. (AMH)

ED219569 CE033274

Hemp, Paul; Pepple, Jerry

Teacher Education Packet for Illinois Core Curriculum in Agriculture.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date Jun 82

Contract No-R-33-32-D-0542-388

Note-77p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Agricultural Education; *Core Curriculum; Course Descriptions; *Course Organization; Courses; *Curriculum Development; Lesson Plans; *Teacher Developed Materials; *Teacher Education

Identifiers-Illinois; *Illinois Core Curriculum in Agriculture

Developed for use by teacher educators or state staff, this teaching packet provides preservice or inservice training to teachers and prospective teachers on how to use the Illinois Core Curriculum in Agriculture. (It is recommended that copies of the Illinois core materials be available to the students.) Three problem areas are included: Orientation to the Illinois Core Curriculum in Agriculture, Using the Core Curriculum to Develop a Teaching Plan, and Using the Core Curriculum to Develop Courses of Study. Each problem area includes all or most of the following components: teacher educator's guide (suggested objectives, suggested interest approaches, anticipated problems and concerns, suggested learning activities, application procedures, evaluation, and references), information sheets, worksheets, transparencies, and class handouts. The recommended time for teaching these problem areas is during the "methods" course prior to the student teaching experience or as part of an inservice workshop or seminar for teachers currently employed. (YLB)

ED219631 CE033392

Radiological Defense Manual.
Defense Civil Preparedness Agency (DOD), Washington, D.C.
Report No-CPG-2-6.2
Pub Date Jun 77
Note-202p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Civil Defense; *Emergency Programs; Measurement; Measurement Equipment; Nuclear Energy; *Nuclear Physics; *Nuclear Warfare; Planning; Postsecondary Education; Radiation Biology; *Radiation Effects; Safety Equipment
Identifiers-Fallout; Radiation Monitors; *Radioactivity

Originally prepared for use as a student textbook in Radiological Defense (RADEF) courses, this manual provides the basic technical information necessary for an understanding of RADEF. It also briefly discusses the need for RADEF planning and expected postattack emergency operations. There are 14 chapters covering these major topics: introduction to radiological defense, basic concepts of nuclear science, effects of nuclear weapons, nuclear radiation measurement, radiological detection and measurement instruments, radioactive exposure rate calculations, radiological monitoring techniques and operations, protection from radiation, radiological decontamination, RADEF operations, RADEF planning, and implementing a RADEF plan. A glossary concludes the manual. (YLB)

ED219764 CS207088

Smith, James R.; Carroll, Raymond L.

Exploring Audience Preferences for Hour Network Nightly News.

Pub Date Jul 82

Note-13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes; Audiences; Interest Research; News Media; *News Reporting; *Programing (Broadcast); *Television Research; *Television Viewing

Identifiers-*Audience Analysis; *Media Use

A study was conducted to determine the extent of television viewer interest in watching a 60-minute network evening newscast each weeknight. Data were collected through telephone interviews with 203 residents of a single county served primarily by New York City stations. Respondents reported their viewing of network nightly news programs, the number of news magazine programs watched during an average month, and whether they watched a local newscast before they viewed a network news program. Demographic data were also gathered. Subjects were then asked whether they would watch network news programs more often if they were expanded to an hour, when they would prefer to watch them, and what kind of news they would like to see on such programs. The results indicated that just over half of the respondents said they would be likely to watch network news programs more often if they were expanded to an hour, 35% indicated they would not increase their news viewing, and the remainder were uncertain. Most respondents (75%) preferred the programs expanded in their present early evening time slot, while only 10% preferred a 10 to 11 p.m. news program. The strongest preferences for news content were investigative reporting and higher quality, in-depth reporting of news events. Those respondents classified as heavy news watchers ("news addicts") were not necessarily the most likely to prefer a longer newscast. (HTH)

ED219808 CS503829

Reeves, Byron; Borgman, Christine

A Bibliometric Evaluation of Core Journals in Communication Research.

Spons Agency-League of Women Voters of Minneapolis, Minn.
Pub Date May 82
Note-28p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographic Coupling; Citation Indexes; *Citations (References); *Communication Research; *Content Analysis; Organizational Change; *Scholarly Journals; *Speech Communication
Identifiers-*Bibliometrics

The citation study technique, known as bibliometrics, was undertaken in this study to evaluate scholarly exchange among the core journals in the field of communication. The journals studied were "Central States Speech Journal," "Communication Research," "Journal of Broadcasting," "Journal of Communication," "Journalism Quarterly," "Public Opinion Quarterly," "Quarterly Journal of Speech," "Human Communication Research," and "Communication Monographs." From the number of articles published each year from 1975 through 1979, the following measures were constructed: the number of articles published, the number of citations made, the number of citations made per article, and the ratio of citations received to citations made. Results indicated that (1) most citations were to other core communication publications, (2) despite an apparent trend toward theoretical integration in some areas of communication research, there remained a rather distinct grouping of interests, and (3) the "Public Opinion Quarterly" was the only journal that did not reciprocate citations with other communication publications. (HOD)

ED219851 EA014827

Lyons, Peggy; And Others

Involving Parents: A Handbook for Participation in Schools.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency-Department of Education, Washington, DC.

Report No-TM-6974-003/01

Pub Date Mar 82

Contract No-300-78-0437

Note-338p.; For related documents, see ED 218 783-789.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Adult Education; Advisory Committees; Communication (Thought Transfer); Elementary Secondary Education; *Family Involvement; Home Study; *Parent Participation; *Parent School Relationship; School Support; Teacher Aides; Volunteers; Worksheets

Intended to help school districts or schools trying to encourage the involvement of parents, this handbook presents ideas and suggestions gathered from local projects as well as a self-assessment manual and a guide describing helpful available materials. Part 1 contains recommendations concerning how to initiate and organize parental involvement in several areas. These include home-school relations, school support, parent education, home-based instruction, instruction at school, and advisory groups. The suggestions were gathered through a lengthy study of four federal education programs, but the ideas offered are also considered applicable to districts that do not have federal programs. Part 2 is a self-assessment manual enabling a district to evaluate its present parental involvement activities and to plan improvements where they are needed. Part 3, a resource guide, deals with materials useful in organizing parental involvement; longer resource items such as books are described and information is given about how they might be obtained, while shorter items, such as questionnaires and parent guidelines, are presented in full. (Author/JM)

ED219871 EA014922

Haney, Michael R.

The Microcomputer in the High School Science Laboratory.

Pub Date Jul 82

Note-6p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Computer Assisted Instruction; *Computer Oriented Programs; Educational Media; High Schools; Instructional Systems; *Learning Modules; *Microcomputers; *Science Equipment; Science Experiments; *Science Instruction

Microcomputers can perform two distinct functions in high school science classes, providing computer-assisted instruction and serving as tools in experimentation. This report describes a project based on three premises: that science is primarily the process of examining, modeling, and understanding nature; that the best way to learn science is by doing science; and that computers can be a fundamental tool for doing science. The project involves developing eight interlocking instructional modules that teachers can use to train students in experimental processes. Particular emphasis is placed on having the user exhibit understanding of the scientific concepts being explored by making the critical decisions regarding variables and data display. The eight modules include an introduction and overview, and units permitting calculations, conversions, table construction, data acquisition and storage, data manipulation and analysis, and data-based information retrieval. The modules will be field tested during the 1982-83 school year. (Author/PGD)

ED219912 EC143197

Lidz, Carol S.

Psychological Assessment of the Preschool Disadvantaged Child.

Pub Date 16 Apr 82

Note-26p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-55).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians; *Culture Fair Tests; *Disadvantaged Youth; Evaluation Methods; Hispanic Americans; Learning Readiness; Literature Reviews; Minority Groups; Preschool Education; *Psychological Evaluation; Student Characteristics; *Student Evaluation; Test Bias

The author describes a psychological assessment process for use with the disadvantaged preschooler which involves screening (identification), diagnostic evaluation, instruction related assessment (formative evaluation), evaluation of the results of instruction (summative evaluation), and prediction of readiness. Some generalizations which apply to preschool assessment are: (1) the necessity of using both multiple measures and multiple opportunities for observation, (2) the distinction between capacity and performance and the relevance of applying dynamic assessment strategies, (3) the attention which needs to be paid to adequate sensory functioning, and (4) the positive aspects of assessing the preschool child (such as the child's eagerness for attention). The issue of nondiscriminatory assessment and assessment of minority children is considered in terms of attempts to devise culture free measures. Among the findings relevant to preschool minority groups are that in assessing children from nonEnglish speaking groups, the language dominance within the child and the primary language of the home needs to be known; in assessing the Hispanic child, rapport should be established with the family before attempting work with the child; and in assessing the Native American child, nonverbal measures seem to be the least biases in evaluating ability to learn. It is concluded that nondiscriminatory assessment involves the use of a variety of measures and strategies with the measures suiting the issues to be assessed and with direct learning or dynamic strategies included. (SW)

Galloway, Vicki; And Others
Around the World: Brazil. An Exploratory Unit for Middle School Students.
South Carolina State Dept. of Education, Columbia. Div. of Instruction.
Pub Date [80]
Note-37p.; For related documents, see FL 013 192-197.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Objectives; Audiolingual Methods; Cognitive Objectives; *Cross Cultural Training; Cultural Activities; *Cultural Education; Dialogs (Language); Educational Resources; *Experiential Learning; Folk Culture; Global Approach; Humanistic Education; Instructional Materials; Legends; *Middle Schools; Music; *Portuguese; Secondary Education; *Second Language Instruction; Teaching Guides
Identifiers-*Brazil

One of the units developed as part of the "Around the World" exploratory language program in South Carolina, this unit on Brazil aims to develop in students an awareness of Brazilian culture through experiential language and cultural activities. The guide has the following components: (1) a list of resources including books, special interest areas, films, and information agencies; (2) suggestions on room decor, which includes brief discussions of Brazilian signs and trinkets, and instructions on setting up displays and celebrations of Brazilian culture; (3) the Portuguese language section, which includes teaching hints, useful expressions, structural models, and the video tapescript; (4) the cognitive component in the form of an introductory essay and discussion on it; (5) a presentation of Brazilian food, crafts, music, dance and sports; and (6) three cultural components on Carnaval in Rio, nature and the Brazilians, and a brief discussion of the Brazilian people. (AMH)

ED219994 HE015234

Felton, Geraldene

Is Academic Nursing Preparing Practitioners to Meet Present and Future Societal Needs?

American Association of Colleges of Nursing, Washington, D.C.
Report No-AACN-Pub-81-1
Pub Date 9 Oct 80
Note-10p.; Paper presented at the Semiannual Meeting of the American Association of Colleges of Nursing (Washington, DC, October 9, 1980).
Available from-American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 ($3.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Education; *Bachelors Degrees; Clinical Experience; College Role; Educational Objectives; *Education Work Relationship; *Employment Qualifications; Higher Education; Hospitals; Job Skills; *Needs Assessment; Nurses; *Nursing Education; Occupational Aspiration; Professional Personnel; Work Environment

The adequacy of nursing education programs in preparing nurses to meet current and future societal needs is addressed, with attention directed to baccalaureate programs, faculty, and graduates. It is suggested that research findings and anecdotal reports have validated the dysfunction phenomena between baccalaureate nursing education, the practice situation, and first job adjustment problems. Critics have claimed that nursing education programs are more concerned with promoting theories of education and of "what a nurse should be" rather than graduating people prepared to carry out the service responsibilities currently assigned by hospitals and other health agencies. Conversely, some educators say the employment setting does not reinforce professional experience and the nurse's view of self and individual capacities, and that hospital administration is resistant to changes in the responsibilities assigned to beginning nurses and in the organization of nursing services that would accommodate the skills, attitudes, and expectations of newly graduated nurses. It is suggested that both sides need to focus on increasing their understanding of appropriate ways of introducing new graduates into the service setting. Educators need to initiate discussions among nursing service administrators increasingly regarding probable deficiencies in the preparation of the new graduate both during the educational process and during orientation to the work setting. The value of examining research on what people learn from teachers is noted. It is further proposed that what may be needed is more concentration on a redefinition of goals of higher education in nursing to promote present functioning of novices and to prepare graduates to work on unpredictable, complex problems of the future. (SW)

ED219532 CE033149

Phillips, Rebecca R.

The Relationship between the Professional Career Development and Adult Life Cycle for Women and Men.

Pub Date [82]

Note-44p.

Available from-R. Phillips, New Mexico Career Information System and Vocational Guidance Project, Secondary and Adult Education--COE, 3090 Mesa Vista Hall, University of New Mexico, Albuquerque, NM 98131 ($3.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Development; Adults; Aging (Individuals); *Career Development; *Developmental Stages; Developmental Tasks; *Females; Influences; *Males; Midlife Transitions

Identifiers-*Life Cycles

The Career Development Inventory--Adult Form was used to measure career development, and three instruments were used to measure the life cycle or personal phasic development in order to seek a relationship between the adult life cycle and the professional career development cycle for women and men. Population for the study was a random sample of 133 subjects drawn from traditional and nontraditional classes in institutions in a standard metropolitan statistical area. Scores on the four instruments used were analyzed by Pearson correlations, Fisher's zr transformation, multiple regression, and multivariate analysis of variance techniques. No significant relationship was found between the career development cycle and the adult development life cycle of professionals. No significant difference was found between men and women professionals in the career cycle-life cycle relationship. However, age was significantly related to adult development. Generally, as age increased, the subjects appeared in more advanced phases of adult development. Also, as age increased, so did concern with societal/community commitments and with post-midlife personal relationship issues, while concern with pre-midlife personal relationship issues decreased. (KC)

ED219653 CE033510

Davis, Ronald; And Others

Basic Drafting: Book One.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 81
Note-512p.; For related documents see CE 033 501 and CE 033 511.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Architectural Drafting; Competency Based Education; Criterion Referenced Tests; *Drafting; *Engineering Drawing; Equipment; Equipment Utilization; Instructional Materials; Job Skills; Learning Activities; Metric System; Postsecondary Education; Safety; *Technical Education; *Technical Illustration

The first of a two-book course in drafting, this manual consists of 13 topics in the following units: introduction to drafting, general safety, basic tools and lines, major equipment, applying for a job, media, lettering, reproduction, drawing sheet layout, architect's scale usage, civil engineer's scale usage, mechanical engineer's scale usage, and metric scale usage. Included in the individual instructional units are some or all of the following: performance objectives, suggested activities for teachers, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. Instructional materials in the publication are written in terms of student performance using measurable objectives and include the content necessary for employment in an entry-level drafting occupation. (MN)

ED219677 CG016100

Treiber, Frank A.; And Others

Expectations of Developmental Milestones by Middle Class Parents and College Freshmen.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development; Child Rearing; *College Freshmen; Comparative Analysis; Developmental Tasks; *Expectation; Higher Education; *Middle Class Parents; *Parent Attitudes; Parent Child Relationship; Parent Education; *Student Attitudes

Identifiers-*Proud Parent Syndrome

It has generally been assumed that lower socioeconomic status teenage parents are atypical in their expectations about child development compared to other parental groups. However there is little information available concerning the expectations of middle class parents. Middle class nonparent teenagers (N=50) and two parental groups (participants in Lamaze prenatal development classes (N=19) vs. those who had not participated in Lamaze classes (N=26) were assessed on their beliefs concerning developmental milestones in early childhood. Results indicated that the teenegers' mean scores were more realistic than the parental groups in several areas (e.g., motor development). However, a closer examination of error scores (absolute deviation from norm) revealed that the teenagers made statistically significantly greater errors while the parental groups (especially the Lamaze subjects) were closer to the norms, but still precocious in their expectations. The results may be a result of the "Proud Parent Syndrome," a phenomenon identified in previous research that finds parents, after their child's birth, concluding that their child is developmentally advanced compared to a normal child. (Author/JAC)

ED219701 CG016125

Ahrons, Constance R.; Bowman, Madonna E.

Analysis of Couple Data: Theoretical and Methodological Issues.

Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date Oct 81

Note-18p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Divorce; Interpersonal Relationship; Participant Satisfaction; *Research Methodology; Research Problems; *Sampling; *Sex Bias; *Sex Differences; Social Cognition; *Spouses; State of the Art Reviews; Statistical Analysis

Identifiers-*Coparenting

In addition to the usual problems of obtaining a representative sample, the family researcher is confronted with the problem of who speaks for the family. Traditionally women have been the informants in family research. To examine the coparental relationship between divorced spouses, data were collected from both former spouses (N=98 couples). The results supported the importance of using multiple informants in family research. However, conceptualizing the couple as the unit of quantitative analysis poses problems. Couple sum or mean scores may result in the loss of data and are most appropriate under the same conditions when responses from a sole respondent would suffice. For some analyses, separate reports of men's and women's responses are needed. Discrepancies in couples' responses provide useful information and may enhance an understanding of family dynamics. (JAC)

ED219891 EC143121

Werner, Nancy; And Others

Senior High School Special Education Course of Study. A Project Designed to Establish Special Education Course of Study Parameters.

Grant Wood Area Education Agency, Cedar Rapids, Iowa.

Pub Date Sep 81
Note-241p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Career Education; *Curriculum; Daily Living Skills; Definitions; *Delivery Systems; *Disabilities; Emotional Disturbances; Health Education; High Schools; Humanistic Education; Interpersonal Competence; Language Arts; Leisure Time; Mainstreaming; Mathematics; Moderate Mental Retardation; Physical Education; Reading Instruction; Sciences; Severe Mental Retardation; Social Studies; Special Classes; *Student Educational Objectives; Vocational Education
Identifiers-Iowa; *Survival Skills

Intended for Iowa special education teachers, the document contains a model senior high school special education course of study which emphasizes survival skills and the affective needs of students. Following an introductory section, on the course of study's rationale, are four color coded sections each addressing a specific population/educational setting. Section I focuses on the multidisabled, educable mentally disabled, emotionally disabled, and learning disabled in special classes with partial integration. Section II is on the special self contained class for the emotionally disabled. A third section describes the self contained class for trainable mentally disabled while a final section considers severely and profoundly handicapped in self contained special classes. Each section begins with the definition of the population to be served, definition of the programs and services model, characteristics of study courses, areas of study to be included, and educational outcomes. Areas of study outlined for each population include the following: career education, reading/language arts, mathematics, physical education, science/health, social studies, positive affect, daily life competency, leisure skills, vocational education, communication, functional academics, and social living. Courses within areas of study are outlined in terms of course title, grade level, course description, student objectives, and student expectations. In addition, a sample competency and attendance record and a table listing sample hours and credits system are included within the third section. (SW)

ED219954 FL013140

Smith, Thomas Walter, Ed.; And Others

Cross Currents: Communication/Language/Cultural Skills, Volume IX, Number 1.

Language Inst. of Japan, Odawara.
Pub Date 82
Note-123p.
Available from-Cross Currents, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, 250, Japan ($6.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Business Communication; Class Activities; Cognitive Processes; *Cross Cultural Training; *English (Second Language); Listening Comprehension; Radio; Reading Instruction; Regional Dialects; *Second Language Instruction; Social Dialects; Student Placement; Teaching Methods; Transformational Generative Grammar; Writing Instruction

The following articles and features are presented in this issue: (1) "Approaches to Text," by R. Gannon; (2) "A Case Study in Dealing with Cultural Reserve as an Impediment to Language Learning," by R. Harker; (3) "Student-Centered Chalkboard Activities for Beginning Learners," by W. Matreyek; (4) "Introducing Dialects in the ESL Class," by M. Eisenstein, C. Kaltinick, and E. Shaw; (5) "Transformational Linguistics, Cognitive Psychology, and Teaching English as a Second Language," by J. Ney; (6) "Business Negotiation as Cross-Cultural Communication: The Japanese-Western Case," by R. March; (7) "Placement: Where and How?" by D. Ilyin; (8) "Using Student-Generated Language with Islamabad," by R. Ruud; and (9) "Using Radio News for Developing Listening Comprehension," by M. Kleindl. (AMH)

ED220010 HE015368

Workshop Proceedings: Mini-Team Training on Developmental Disabilities. Historically Black Colleges & Developmental Disabilities: Bridging the Gap.

Alabama Center for Higher Education, Birmingham.
Pub Date 82
Note-66p.

Available from-Alabama Center for Higher Education, 2121 8th Avenue North, Suite 1520, Birmingham, AL 35203.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Black Colleges; *Blacks; Change Agents; College Faculty; Cooperative Programs; Delivery Systems; *Developmental Disabilities; Higher Education; Interdisciplinary Approach; Mental Health Clinics; Mental Retardation; Minority Groups; Models; *Networks; Professional Services; Program Evaluation; School Community Relationship; Teacher Attitudes; *Teacher Workshops; Training Objectives

Proceedings from three developmental disability workshops conducted for faculty from historically black colleges are presented. The workshops sought to implement strategies to increase the number and quality of minority professionals in the developmental disabilities service system and to develop a model for better relationships with the developmental disability system that may be replicated by historically black institutions. Three regional workshops for faculty were held in Alabama, Texas, and Virginia. Through them, a training manual was made available for faculty participants. The workshops were conducted by a mini-training team comprised of one person from the following disciplines/areas: psychology, physical therapy, occupational therapy, dietetics, nursing, social work, recreation therapy, special education, and mobility and sensory training. The workshops provided 15 hours of intensive preservice interdisciplinary training based on a training model developed by the Ohio University Affiliated Center for Human Development in Athens. Objectives of the workshops are outlined, and the schedules of the three workshops are briefly described. The keynote address for the Alabama workshop, which was presented by Yetta W. Galiber, is presented, along with the keynote address for the Texas workshop by Raymond F. Holmes, entitled "A Rubik's Cube of Service Delivery: Can We Solve the Puzzle?" and the keynote address for the Virginia workshop by Walter Barwick, "Linkers Do It Better Together--Networking: A Systematic Response for Developmentally Disabled Clients." Results of workshop evaluations and of pre- and post-tests assessing the knowledge base of workshop participants are presented, along with a sample evaluation form. (SW)

ED220026 HE015385

Campbell, Jill F.; Spiro, Louis M.

Evaluation of the Impact of Media Marketing Strategies on Continuing Education Enrollments. AIR Forum 1982 Paper.

Pub Date May 82

Note-15p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students; *Advertising; *Continuing Education; *Enrollment Influences; Enrollment Trends; Higher Education; Institutional Research; *Marketing; *Mass Media; Media Selection; News Media; Outreach Programs; State Universities; *Student Recruitment

Identifiers-*AIR Forum; State University of New York Coll at Brockport

The impact of media marketing strategies on continuing education enrollment at the State University of New York College at Brockport (SUNY-CB), was evaluated. The evaluation of advertising impacts used advertising records of SUNY-CB and other area colleges and a telephone questionnaire instrument. A stratified, random countywide sample, in addition to the college continuing education students, was surveyed to determine the differential impact of media types and the media impact on the college's new and returning continuing education students as well as on the general population sample. Of the 400 continuing education students enrolled in the fall 1981 semester in credit courses, 215 participated in the telephone survey, in addition to 290 countywide respondents. The Statistical Package for the Social Sciences (SPSS) was used in the analysis of responses. The primary way in which the respondents heard about the college's continuing education offerings was determined. Respondents were asked whether they saw or heard any advertisements for the continuing education program, and whether the marketing strategies encouraged previous students to continue, or attracted new students. Another aspect of the research was to identify advertising conducted through the local media by other area colleges. It was found that: (1) respondents were not very aware of the college's advertisements; (2) the electronic media appeared to have had little or no impact on either respondent group; (3) newspapers seemed to be the most effective media; and (4) direct mail was an effective approach. These findings provide the basis for four recommendations regarding the school's marketing approaches, including centralizing marketing efforts and enhancing program reputation among faculty and students. (SW)

ED219513 CE032858

Jones, Linda C.

Missouri Career Education. Career Resource Center Bibliography.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date 81

Note-246p.; For related documents see ED 217 221-229.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Annotated Bibliographies; Audiotape Recordings; Books; *Career Education; *Disabilities; Educational Resources; Elementary Secondary Education; Ethnic Stereotypes; Films; Filmstrips; *Instructional Materials; *Resource Materials; Sex Stereotypes; Slides; Stereotypes; Visual Aids

Identifiers-Career Education Resource Center MO; *Missouri

This bibliography contains a listing of 1276 materials in the Career Education Resource Center available for preview or short-term loan to Missouri educators. The first six sections classify materials by Elementary, Junior High, Senior High, Professional, Stereotyping, and Special Needs. Within each section materials are listed alphabetically by title (including accession number) according to type of media. These types of media are specified: printed materials, filmstrips and slides, kits and miscellaneous (flashcards, games, audio recordings, posters), and films (16 mm). Following these six sections with alphabetical listings is a section with the annotations. Arranged by accession number, materials are identified by title, author, source and address, date of publication, and brief description. The bibliography has an alphabetical listing of publishers of Career Education materials and sources of free, free loan, and/or inexpensive Career Education materials. (YLB)

ED219550 CE033245

Aiken, Carol

A Guide to Educational Programs in Noncollegiate Organizations. 1982 Edition.

New York State Education Dept., Albany. Cultural Education Center.
Spons Agency-Carnegie Corp. of New York, N.Y.; New York State Dept. of Labor, Albany.
Pub Date 82
Note-460p.
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-*College Credits; *Course Content; *Course Descriptions; *Credit Courses; Experiential Learning; Guidelines; Higher Education; *Nonschool Educational Programs; Postsecondary Education; *Prior Learning
Identifiers-Comprehensive Employment and Training Act; Program on Noncollegiate Sponsored Instruction

This guide is intended for use by counselors, providing them with credit recommendations and course descriptions to assist the process of granting credit to students for learning acquired in noncollegiate activity. The guide is divided into two sections. Section 1 contains course exhibits for courses which have been reviewed and recommended for credit since the Program on Noncollegiate Sponsored Instruction began in 1974. Section 2 contains exhibits for courses conducted by organizations under the Comprehensive Employment and Training Act (CETA) and recommended for credit. Each course in the guide is listed in the course index alphabetically by title under the name of the organization--almost all located in New York--that offers it. Each course exhibit provides the following information: title, course number, location, length, dates, objective, instruction (topics covered, teaching methods and materials used), and credit recommendations. The guide also contains background information on the program, information for students and administrators, and suggestions for use. (KC)

ED219570 CE033275

Creation of a Telecommunications Network for Vocational Education in Utah. End of Project Report.

World-Wide Education and Research Inst., Salt Lake City, Utah.
Spons Agency-Utah State Office of Education, Salt Lake City. Div. of Vocational Education.
Pub Date 30 Jun 82
Contract No-82-0102
Note-19p.; Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Administration; Information Processing; Inservice Education; Instructional Systems; Management Systems; Material Development; *Microcomputers; *Networks; *Program Development; Secondary Education; Staff Development; *Telecommunications; Teleconferencing; Telephone Communications Systems; *Vocational Education
Identifiers-*Utah

Equipment and programs related to a system of telecommunications for vocational education in Utah were developed and pilot tested. These developments were in response to a need for applying the use of microcomputers in instruction, administration, and training programs. Specific objectives of the project were clerical and staff use of microcomputers, personnel send and receive data files, district personnel send and receive messages from state office, state office personnel access large databases and national computer networks, district personnel remotely access University of Utah computer, and participation in audio conferencing and statewide telecommunication. Project products made available were an autotutorial diskette for microcomputer use, telecommunications network, and integration of the vocational network with larger networks and databases. It was recommended that the Utah State Office of Education, Vocational Education Division, exert vigorous leadership; use microcomputers in collection, processing, and distribution of data; provide training programs; introduce clerical staff to microcomputers; establish an electronic mail network; utilize and build the Utah ERIC to better suit vocational education; and link the Utah Network to national vocational education resources. (Project materials are appended.) (YLB)

ED219591 CE033308

Weston, Kathleen M.

The Apprenticeship and Blue Collar System. Putting Women on the Right Track.

Urban Management Consultants of San Francisco, Inc., Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date 82
Note-230p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults; Affirmative Action; *Apprenticeships; *Blue Collar Occupations; Career Counseling; Career Guidance; Civil Rights Legislation; Displaced Homemakers; *Employed Women; Employment Opportunities; *Equal Opportunities (Jobs); Females; Guidelines; Job Development; Job Placement; Job Skills; Job Training; Leaders Guides; Minority Groups; Nontraditional Occupations; *Outreach Programs; Personnel Selection; Postsecondary Education; Recruitment; Reentry Workers; Sex Bias; Sex Fairness; Sex Stereotypes; *Skilled Occupations; Systems Approach; Tutoring; Unions

This guide provides a systems approach to increasing the numbers of women in apprenticeships and skilled blue collar jobs. Its components form the Apprenticeship and Blue Collar (ABC) System. This system was developed from the experiences of hundreds of employment and training professionals and from several targeted outreach programs currently assisting women to enter the trades. The chapters, each covering a single component, follow a typical woman's progress through the system, from the first step of outreach and recruitment, through orientation, individual counseling and tutorials, training, referral, job development, and follow-up. Throughout the chapters, advice is given to help employment counselors, women's advocates, and trades recruiters to recruit blue-collar women and conduct workshops and training sessions, with emphasis on overcoming sex stereotypic barriers to nontraditional occupations. A glossary and a list of resources are included in the publication. Appendixes contain flow charts on the apprenticeship process, federal rules and regulations for equal opportunity in apprenticeship and training, goals and timetables for female and minority participation in the construction industry, guidelines on sex discrimination harassment, solicitor's opinion on dual eligibility lists, and employability development plans. (KC)

ED219612 CE033345

Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist I, 3-21.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date [82]

Note-144p.; For related documents see CE 033 346-347.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Behavioral Objectives; *Building Trades; *Equipment Maintenance; Equipment Utilization; Instructional Materials; Learning Modules; Lesson Plans; Military Personnel; Military Training; Occupational Safety and Health; *Plumbing; Postsecondary Education; Safety; *Sanitary Facilities; Skilled Occupations; *Vocational Education; *Waste Disposal; Waste Water; Water

Identifiers-Military Curriculum Project

These military-developed curriculum materials consist of a course description, course chart, plan of instruction, and lesson plans for use in training a plumbing specialist I. Study guides and workbooks for student use are also included. This course on Introduction to Plumbing covers plumbing safety; plumbing systems, terminology, and engineering drawings; exterior sewer systems; maintenance of tools; installation of building sewer systems; individual waste disposal systems; and structural openings. (MN)

ED219632 CE033412

Abrams, Linda; And Others
Indonesia: Implementation of a Large-Scale Nonformal Education Project.
Massachusetts Univ., Amherst. Center for International Education.; Ministry of Education and Culture (Indonesia).
Report No-ISBN-0-932288-64-2
Pub Date 82
Note-207p.
Available from-Center for International Education, 285 Hills House South, University of Massachusetts, Amherst, MA 01003 ($7.00, plus $.75 postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills; Community Education; Developing Nations; *Educational Cooperation; Formative Evaluation; Higher Education; Inservice Education; *Material Development; Nationalism; *Nonformal Education; Program Descriptions; *Program Evaluation; Program Implementation; *Staff Development; Summative Evaluation; Technical Assistance; Womens Education
Identifiers-*Indonesia; PENMAS (Indonesia)

This publication describes the major components of the Directorate of Community Education (PENMAS) Nonformal Education Project in Indonesia. Chapters 1-3 give an overview of PENMAS, including its history and development, and of the scope and goals of the project. Chapters 4-6 describe various types and levels of staff training conducted under the project--an activity that was a critical component in the building of PENMAS' institutional capacity in informal education. In chapter 7 are presented and analyzed the complex materials development systems and types of learning materials produced by PENMAS. Chapter 8 describes the framework for evaluation and discusses several principles of formative evaluation derived from project experience. Chapter 9 reviews highlights from the summative evaluation project report, including a description of the evaluation design and methodology and policies recommended as a result of data analysis. Chapter 10 elaborates on the relationship developed with the Center for International Education at the University of Massachusetts and the collaborative techniques used in managing the technical assistance component. Chapter XI concludes with a look to future possibilities of PENMAS based on project experience. (YLB)

ED219724 CS006757

Gentner, Dedre

Why Nouns Are Learned before Verbs: Linguistic Relativity Versus Natural Partitioning. Technical Report No. 257.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-BBN-R-4854

Pub Date Jul 82

Contract No-400-76-0116

Note-86p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Child Language; Comparative Analysis; Contrastive Linguistics; *Language Acquisition; Language Patterns; *Linguistic Theory; *Nouns; Perceptual Development; *Verbs

There is overwhelming evidence that children's first words are primarily nouns even across languages. These data are interpreted as evidence of a "Natural Partitions Theory," one that holds that the concepts referred to by nouns are conceptually more basic than those referred to by verbs or prepositions. Analysis of data from cross-linguistic studies designed to eliminate nonconceptual differences between words in a language that might account for the earlier acquisition of nouns--such as the position of a word in the sentence, morphological transparency (the ease with which the root can be heard in various uses of the word), and patterns of language teaching strategies--leaves some version of the Natural Partitions hypothesis as the most reasonable view of early vocabulary acquisition. A cross-linguistic examination of a single sentence suggests that if objecthood is created by spatial relations among perceptual elements, then good concrete objects are particularly cohesive collections of percepts. These highly cohesive collections of perceptual information tend to be lexicalized as nouns by almost every language. Object concepts are given to language users by the world and can be learned one at a time, while predicate concepts form a system in each language, that, from a child's point of view, must be discovered. (HTH)

ED219787 CS207135

Cooper, Elizabeth J.

Style: Applications for the Student Writer.

Pub Date Aug 82

Note-12p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (Saskatoon, Canada, August 15-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education; Imitation; *Literary Styles; *Observational Learning; Revision (Written Composition); *Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Skills

Style is teachable and learnable, but literary models should not be introduced for imitation until the basic writer has already developed some fluency in writing; then literature can provide students with examples of experiences that they can internalize, store away, and draw upon in their own writing. A brainstorming exercise, "the messy kitchen," is useful for teaching several writing skills. Students first provide the details of the common, unpleasant experience of cleaning up a messy kitchen. After working out various patterns of organization and their rationales, they next write the actual descriptions. The traditional elements used for teaching style--economy, emphasis, clarity, concreteness, unity and coherence, variety, and correctness--are introduced by the teacher during the process of revision. Only after the students have gained the confidence that they can write--by writing--are they ready to look analytically at the writing of others. To provide students with the secrets of language, to encourage them to be precise, to be adventurous, to be adult, to "try on" a role and therefore a style, teachers must expose them to the process of revision, create a positive learning environment, and keep them practicing and reading. (JL)

ED219830 CS503924

Littlejohn, Stephen W.

Images of Communication: World Views and Future Visions.

Pub Date Jul 82

Note-12p.; Paper presented at the Meeting of the World Future Society Conference (Washington, DC, July 18-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer); Epistemology; *Futures (of Society); Interpersonal Communication; *Philosophy

Communication theories are always based upon assumptions about human nature and knowledge. Ways of thinking about these two dimensions can each be divided into two opposing groups. Actional thinking emphasizes freedom of choice, while nonactional thinking attributes little or no freedom to individuals. Elementalist thought sees the world in terms of empirically observable preorganized phenomena, while projectionist thought sees knowledge as a product of the observer. Combining these ways of thinking produces four world views: (1) "intuitive" thinking, combining nonactional and projectionist thought, is popular in the general population; (2) "reactive" thinking, combining nonactional and elementalist thinking, treats human beings as objects of study; (3) "adaptive" thinking, combining elementalism with actional assumptions, is especially strong in the scientific and technological community; and (4) "creative" thinking, combining projectionist and actional assumptions, is prevalent in the arts. All four world views have roles to play in future communication theory: intuitive thinking as a result of its deep cultural roots; reactive thinking in behavior modification, theories of mass society, and sociobiology; adaptive thinking in communication technology and in investigations of communication competence; and creative thinking in its ability to give perspective to the insights of the other views. (JL)

ED219934 FL013039

Coombs, Virginia M.

Foreign Languages in the Market Place: Business German.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-6p.

Available from-Not available separately; see FL 013 032.

Document Not Available from EDRS.

Descriptors-*Business Communication; Economic Factors; *German; Higher Education; Industry; *Languages for Special Purposes; *Second Language Instruction

Since the publication of the report of the President's Commission on Foreign Languages and International Study, U.S. incompetence in foreign languages, as well as efforts of secondary and post-secondary institutions to remedy the matter, have received much attention. Course offerings and curricular innovations have attempted to meet the career needs of students. Business German language courses are a popular innovation on the university level. The content for such a course is the language and culture of the Federal Republic of Germany. The cultural content focuses on economic geography, that is, the information a student would need to function effectively in the corporate world where Germany occupies a prominent place. With regard to the linguistic content, language usage as it relates to business practices and the corporate structure of a German firm must be taught. This includes business correspondence, financial and technical terminology, and concepts that define German management structure. Use of primary sources of various kinds afford timely instructional materials. In urban areas, contact with representatives of German firms is possible. One benefit of such contacts is the cordial environment such a meeting can bring about. (AMH)

ED220043 HE015402

Van Dyk, Jane M.; Kerstein, Dianne

Student Persistence Patterns: A Computerized System for Monitoring Enrollment. AIR Forum 1982 Paper.

Pub Date May 82
Note-29p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Persistence; College Students; *Computer Oriented Programs; Databases; Data Collection; Dropout Characteristics; Dropout Rate; *Enrollment Trends; Higher Education; *Information Systems; Institutional Research; Longitudinal Studies; Models; Student Attrition; *Student Characteristics; Student Records
Identifiers-*AIR Forum; Eastern Montana College; *Student Flow Model

The design and development of a computerized student flow model at Eastern Montana College and its use in monitoring student enrollment are considered. In addition, guidelines are presented for adapting a flow model to the dimensions of a particular institution. Particular emphasis is given to reviewing the criteria that researchers should use when evaluating student flow models for a possible application at their own institutions. The model is a computerized recordkeeping system that allows the monitoring of individual students and their progress through the college. The system, comprised of a series of COBOL programs, stores selected student characteristics and attendance patterns in the flow model master file. In addition to updating student records in the master file and adding new students each academic quarter, statistical and persistence records are generated. Student characteristics, such as age, sex, and high school grade point average, are stored in the master file, which can be accessed interactively to view or change individual records. Student persistence is reported both in individual and summary form for the students being monitored. Special reports for various types of students, such as older students or minority students, may be generated. The system utilizes three files: the student file, the graduation file, and the flow model master file. The following variables may be used either singly or in combination to select the specific group of students: class, status, quarter of attendance, major, ethnicity, and sex. The student profile report includes information on geographic origins, age distribution, and part-time and full-time status. (SW)

ED220060 HE015419

Brown, Kenneth G.

Postsecondary Plans of High-School Seniors in 1972 and 1980: Implications for Student Quality. AIR Forum 1982 Paper.

Pub Date May 82

Note-25p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Aptitude; *Academic Aspiration; Bachelors Degrees; *Black Students; *College Bound Students; *College Choice; Community Colleges; *High School Seniors; Longitudinal Studies; Postsecondary Education; Racial Differences; Student Educational Objectives; Vocational Education; *White Students

Identifiers-*AIR Forum; High School and Beyond (NCES); National Longitudinal Study High School Class 1972

The postsecondary educational plans of black and white high school seniors in the class of 1972 were compared with those in the same racial classification in the class of 1980. Data were extracted from the National Longitudinal Study of the High School Class of 1972 and from the survey entitled, "High School and Beyond." In order to test for differences in postsecondary educational plans between the two surveys, students in each survey were cross-classified by type of school/program planned and by aptitude. There were four categories of school/program variables: vocational school, community college-vocational, community college-academic, and 4-year colleges or universities. The aptitude variables were: lower quartile, middle two quartiles, and upper quartile. Using the log-linear model to analyze the data, it was found that larger percentages of more able than less able students planned to attend 4-year institutions. A greater percentage of students were choosing 4-year schools in 1980 than 1972, and smaller percentages were planning vocational schools in 1980 than in 1972. The percentage of blacks in the top quartile of the aptitude distribution increased from 4.9 to 8.6 percent, a 3.7 percentage point gain over the 1972-1980 period. However, because of differences in nonresponse rates between the two surveys the findings regarding aptitude gains must be qualified. In addition, the decline in aptitude scores on the American College Testing program and the Scholastic Aptitude Test conflict with the findings regarding aptitude increases for blacks. The data indicate that there is a sizeable pool of low-aptitude students planning to attend colleges and universities. (SW)

ED219654 CE033511

Davis, Ronald; And Others

Basic Drafting: Book Two.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 81
Note-809p.; For related documents see CE 033 501 and CE 033 510.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Competency Based Education; Computer Graphics; Computer Oriented Programs; Criterion Referenced Tests; *Drafting; *Engineering Drawing; Equipment Utilization; Geometric Constructions; Instructional Materials; Job Skills; Learning Activities; Occupational Tests; Orthographic Projection; Postsecondary Education; *Technical Education; *Technical Illustration
Identifiers-Dimensioning (Mechanical Drawing)

The second of a two-book course in drafting, this manual consists of 12 topics in the following units: sketching techniques, geometric constructions, orthographic views, dimensioning procedures, basic tolerancing, auxiliary views, sectional views, inking tools and techniques, axonometrics, oblique, perspective, and computer-aided drafting. Included in the individual instructional units are some or all of the following: performance objectives, suggested activities for teachers, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. Instructional materials in the publication are written in terms of student performance using measurable objectives and include the content necessary for employment in an entry-level drafting occupation. (MN)

ED219744 CS006783

Kimmel, Susan; MacGinitie, Walter H.

Hypothesis Testing in Reading Comprehension. Technical Report #14.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Department of Education, Washington, DC.
Pub Date 81
Contract No-300-77-0491
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes; *Conceptual Tempo; Hypothesis Testing; *Learning Theories; Prior Learning; *Reading Comprehension; Reading Processes; *Reading Research; *Schemata (Cognition)
Identifiers-*Text Learning

The efficient reader constructs tentative hypotheses about the meaning of the text that has been read and about the content yet to come. The hypotheses remain tentative until all related information has been accounted for. The reader then constructs a model that considers all of the details in a text. If a promising interpretation fails to account for some aspect of the text, the reader can accept the interpretation in spite of its flaws or reject it and search for other interpretations. Research in schema theory as a framework for recall of information in text has lead to two views of text comprehension, one holding that it is a top-down or conceptually driven process, another proposing that reading is a bottom-up or data driven process. Experiments indicate that there are differences in cognitive style among children, based on how impulsively or reflectively they process information and on how much they rely on either top-down or bottom-up processing. It is important that a reader develop the ability to differentiate important from unimportant information in text. Use of appropriate schemata becomes the basis for recalling information that is most relevant to the central idea in a text. (Author/FL)

ED219765 CS207089

Shelden, Michael

"The Joy of Mere Words": Poetry and Composition.

Pub Date 30 Apr 82
Note-7p.; Paper presented at the Annual Meeting of the Mid-America Conference on Composition (6th, Owensboro, KY, April 30, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Content; Higher Education; *Language Skills; *Poetry; Secondary Education; *Teaching Methods; *Writing (Composition); *Writing Instruction
Identifiers-Orwell (George)

As a man who took great delight in "the joy of mere words," George Orwell would understandably be appalled by the growing insensitivity to language in today's world. Poetry in composition classes can keep students aware of the music of the English language. There is no guarantee that students will respond to poetry with the same enthusiasm that Orwell showed for it, nor that they will magically produce beautifully written essays like Orwell, but if reading poetry can lead students to listen more attentively to the sound of their own sentences, then a poetry section will have been worth the effort. One composition class covers 25 to 30 poems in 3 or 4 weeks, and once a week, students write a short essay in response to a poem, eventually trying their own poetry. Discussions focus on diction and arrangement of phrases and classes. An exercise in translating poetry into poor prose gives students a much better understanding of what separates good writing from bad. Unfortunately, composition researchers are discouraging this kind of method in favor of the "writing process" paradigm, but teachers and researchers must guard against the temptation to make composition instruction a pseudoscientific practice that overlooks the importance of writing as an art. (HTH)

ED219809 CS503830

Duran, Robert L.

Communicative Competence a Question of Context: It Depends....

Pub Date May 82

Note-16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment); *Communication (Thought Transfer); *Communication Research; *Interpersonal Competence; Research Needs; *Speech Communication

Identifiers-*Communicative Adaptability

Communicative adaptability differs from both P. Backlund's and J. M. Wiemann's definitions of communicative competence by stressing the importance of the communicator's ability to perceive contextual constraints and to adapt his or her interaction goals and behavior accordingly. Communicative adaptability produces more satisfactory answers to the questions, Competent to whom? and Competent at what? than other views because it considers the qualitative nature of the interaction and the importance of communicator goals. To make the conception of communicative adaptability useful, it has been necessary to specify some of the salient aspects of a communication context and to explore its dimensional structure. Studies to create a Communicative Adaptability Scale (CAS) have led to the four most common dimensions: social experience, adaptability, emphatic ability, and rewarding impressions. Two criterion variables, self-esteem and communication apprehension were measured. Tests of CAS on both adults and students have produced generally consistent results. Current research is being conducted to extend and further verify the CAS, and future research should focus on the behaviors perceived as competent. (JL)

ED219852 EA014883

Public School Professional Personnel Report, New York State, 1981-82.
New York State Education Dept., Albany. Information Center on Education.
Pub Date Jun 82
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Characteristics; Age; Certification; Degrees (Academic); Educational Attainment; Elementary Secondary Education; Employment Experience; *Professional Personnel; Public Schools; Salaries; *School Personnel; School Statistics; Sex; State Surveys; Tables (Data); *Teacher Characteristics; Teaching Experience
Identifiers-*New York

Fifteen tables present data from New York State's public schools on all teaching and nonteaching professional personnel for 1981-82, including administrators. Information is presented on number of personnel, salary percentiles, academic degree and certification status, sex, age, and years of professional experience. The first 6 tables give data on professional personnel in 72 professional fields. Table 7 looks at the characteristics of teachers in the state's 13 regions, while table 8 notes trends in teacher characteristics statewide from 1977 to 1982. The final seven tables provide information on all superintendents and on principals at various school levels. (RW)

ED219872 EA014923

Neill, Michael J.

The Microcomputer: A Career Information Machine?

Pub Date Jul 82

Note-5p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Career Guidance; Futures (of Society); Information Dissemination; Information Services; *Information Systems; Microcomputers; *Occupational Information; User Satisfaction (Information)

Identifiers-*Career Information System; Oregon

Oregon's Career Information System (CIS), housed at the University of Oregon and associated with the National Career Information System, delivers local labor market and educational information to over 400 sites in Oregon. CIS can be used as a model of information systems utilizing computers to make accurate, relevant, and timely information readily available. This report outlines the range of operations of CIS, including the kinds of data used, the processes followed, and the methods for disseminating the information. Among the components of CIS are files containing job descriptions, bibliographic materials, names of local contacts providing career information, itemizations of career preparation requirements, relevant educational programs, and information for administrators of training programs and economic development programs. CIS also provides a questionnaire for determining career preferences of the system's users. This report concludes with an assessment of the microcomputer's future as an element in a system permitting delivery of information to users at home or at work. (Author/PGD)

ED219913 EC150003

Wujek, Mary

Study of Secondary Special Education Program Effectiveness. Final Report, January through August, 1981.

SRI International, Menlo Park, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 1 Dec 81

Grant-43-B355-81-3292-7101

Note-71p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Admission Criteria; Ancillary School Services; *Delivery Systems; Disabilities; *Learning Disabilities; Program Descriptions; *Program Effectiveness; Program Evaluation; *Resource Room Programs; Resource Teachers; Secondary Education; Teacher Role

Identifiers-California; Resource Specialist Program

Based on a sample of 12 school sites in California, the report documents the effectiveness of the secondary Resource Specialist Program (RSP) which provides instruction and services for handicapped students--primarily the learning disabled--who are assigned to a regular classroom for a majority of the school day. A number of program components are examined: entrance criteria and caseload characteristics, resource specialist's and aide's roles, staff services, budget, and classroom activities. Three different program types are profited--the Learning Skills Class (for elective credit remediation), Parallel Class (for graduation credit), and the Tutoring Center (designed to support the regular academic program). Sections also address student performance and progress, coordination issues (such as student scheduling and classroom activities), staff satisfaction, and student perception of their performance and of the resource specialist program. Noted among findings are: (1) that entrance to the RSP was determined by academic achievement, consistent measues of academic growth were not collected by most programs; (2) that two-thirds of the RSPs established a beneficial relationship with the counselor's office; (3) that most resource specialists, with the exception of those in the tutoring center, were satisfied with major aspects of the RSP; and (4) that student responses to the RSP were generally favorable. Recommendations are made regarding program emphasis, responsibility, eligibility, and monitoring. A copy of the program administrative questionnaire is included. (SW)

ED219955 FL013142

Gannett, Cinthia; Diller, Karl

Process and Pedagogy in Writing: Neurolinguistic Considerations. Working Draft.

Pub Date 81

Note-20p.; Paper presented at the meeting of the American Association of Applied Linguistics (New York, NY 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Decoding (Reading); Dyslexia; *Language Handicaps; *Language Processing; Language Research; *Neurolinguistics; Teaching Methods; *Writing Processes

The relation between reading and writing is important because tacit and possibly unwarranted assumptions underlie the theories and pedagogies which govern these processes. These assumptions are challenged by the claims that: (1) reading and writing are related in neurolinguistically specifiable ways; (2) they do not seem to be simple inverses of each other; and (3) they do not seem clearly hierarchically dependent on one another. Some evidence for the claims is seen in the fact that reading and writing are not always equally impaired after damage to the left or dominant hemisphere. Also, people are considered good readers if they can read and understand sentences they have not seen before, even if it is impossible for them to write such sentences. The syndrome called alexia without agraphia is taken to indicate that reading and writing as neuropsychological processes are partially separated. Pedagogy, while admittedly different from pathology, can learn from the neurolinguistic evidence. This evidence seems to challenge the assumption that reading instruction must precede writing.

Approaches in first and foreign language instruction are cited as evidence that writing can be taught first as a road to reading. Although closely related processes, the decoding and encoding involved are not symmetrical. Neurolinguistic evidence does not support the assumption that reading depends on the prior acquisition of writing. (AMH)

ED219977 FL013195

Galloway, Vicki; And Others

Around the World: India. An Exploratory Unit for Middle School Students.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.

Pub Date [80]

Note-78p.; For related documents, see FL 013 192-197.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Affective Objectives; Audiolingual Methods; Cognitive Objectives; *Cross Cultural Training; Cultural Activities; *Cultural Education; Dialogs (Language); Educational Resources; *Experiential Learning; Folk Culture; Global Approach; *Hindi; Humanistic Education; Instructional Materials; Legends; *Middle Schools; Music; Secondary Education; *Second Language Instruction; Teaching Guides

Identifiers-*India

One of the units developed as part of the "Around the World" exploratory language program in South Carolina, this unit on India aims to develop in students an awareness of the culture of the country through experiential language and cultural activities. The guide has the following components: (1) a list of resource books and films; (2) suggestions on room decor, which include brief discussions of and instructions on setting up displays of Indian signs and symbols, the calendar, student names, and holidays; (3) historical and cultural information on India in the form of an introductory essay, discussion activities, and a reproduction of a newspaper article; (4) the Hindi language section, which includes guidelines for the teacher, extra expressions, numbers, the video tape script, and a language practice sheet; (5) discussion and activities on music and the national anthem; (6) two games; and (7) affective components, crafts, dances, and a section on food. The affective components deal with the caste system; Hinduism; women, marriage, and the family; and "unity in diversity" as this is reflected in many aspects of Indian life. There is also a historical section on the birth of Pakistan. (AMH)

ED219533 CE033155

Smith, Brandon B.; And Others

Staff Development Procedures for Inservice Vocational Instructors: An Instrument Validation Study.

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 82
Grant-G007701991
Note-212p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Evaluation Criteria; *Evaluation Methods; *Inservice Teacher Education; Needs Assessment; Postsecondary Education; Professional Development; Secondary Education; *Teacher Evaluation; Teacher Improvement; *Test Reliability; *Test Validity; *Vocational Education
Identifiers-Kentucky; Virginia; Wisconsin

A project was conducted to establish the validity of a procedure and set of instruments to facilitate a more systematic approach for the continued staff development of inservice secondary and postsecondary vocational instructors in three states (Kentucky, Virginia, and Wisconsin) with different delivery systems. The population consisted of a volunteer sample of 453 vocational instructors, 53 immediate supervisors, and about 5,800 students. The study required that each teacher, supervisor, and pupil complete two optical scan instruments rating each teacher on (1) a Professional Needs Assessment Instrument, and (2) an Evaluation of Instruction Instrument. In order to test the validity and reliability of this procedure and of the instruments, answers were sought relating to reliability, content validity, concurrent validity, utility validity, and relative costs of the instruments. On the Needs Assessment Instrument it was found that there were no differences among the three states in terms of reliability, concurrent validity, utility validity, or relative costs. Differences existed, however, in terms of content validity; that is, the proportion of items judged to be relevant to the classroom behaviors of teachers. For the Evaluation of Instruction Instrument, similar results were found. Recommendations and cautions for implementing this staff development procedure in local school systems were made. (KC)

ED219678 CG016101

Hartman, E. Alan; And Others

Career Paths of Mental Health Administrators.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date Mar 82
Grant-NIMH-1-T24-MH-15907-01
Note-35p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Characteristics; *Administrator Qualifications; Administrator Role; *Administrators; *Career Development; Education Work Relationship; Employment Experience; *Mental Health Clinics; *Occupational Mobility; Occupational Surveys; Promotion (Occupational)
Identifiers-*Career Paths

Although career pathing would seem to have utility for mental health organizations, little research has been done on such activities. In a survey of 314 administrators employed in 109 community level, public sector mental health organizations, six career types of mental health administrators were identified on the basis of: (1) education; (2) homogeneity of work experience; and (3) number of service positions held prior to entering administration. Data analyses revealed that perceived role characteristics and personality variables differed across educational levels, while factors considered when taking another job differed based on the administrator's work experience. Administrators who began their career in mental health and had held two or more direct service positions engaged in more diversified and general activities than less educated or experienced administrators. The findings have implications for the areas of administrator selection, placement, and retention. (Author/JAC)

ED219702 CG016126

Schiamberg, Lawrence

The Support Systems of Aging Widows: Educational Implications.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs; *Emotional Adjustment; Financial Support; Gerontology; Grief; *Interpersonal Competence; *Older Adults; Pilot Projects; Social Life; *Social Services; *Widowed

The status and problems of aged widows have, to some extent, been camoflaged by the more general concern about older adults. A pilot project was undertaken to identify the existing support networks for aging urban and rural widows and the details of the operation of those systems in order to relate the findings to social and educational policy. Preliminary findings from a sample of 49 widows who were neither disadvantaged nor in a low-income group showed a frequent response of "no one" as an emotional resource. Children and friends were listed next most frequently. These data reveal unmet emotional needs which could be met through educational experiences. The fact that this sample of "above average" widows met most needs through family and friends as resources suggests that educational planners must recognize widows as independent self-regulating individuals. (JAC)

ED219551 CE033246

Jolly, Sue, Comp.; Forrester, Jeanne, Comp.

Sex Equity in the Classroom--Teacher Strategies.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 81

Note-201p.; For related documents see ED 201 885-886 and ED 215 175. Colored pages may not reproduce clearly.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Agricultural Education; Allied Health Occupations Education; Audiovisual Aids; *Classroom Environment; Disabilities; Distributive Education; Educational Resources; Home Economics; Industrial Arts; Learning Activities; Lesson Plans; Nontraditional Occupations; Office Occupations Education; Postsecondary Education; Secondary Education; *Self Evaluation (Individuals); Sex Bias; *Sex Fairness; Sex Role; *Sex Stereotypes; *Teaching Methods; Trade and Industrial Education; *Vocational Education

Identifiers-Mississippi

This manual is designed to teach teachers how to incorporate sex fair practices in their vocational education classrooms. The manual contains three sections. The first section, A Look at Where We Are, contains seven activities for teacher self-assessment of attitudes toward sex roles and sex fairness and a paradigm for assessing influencing factors relating to entry of students in areas nontraditional to their sex. Section 2, A Look at Where We Are Going, provides general suggestions for creating a sex-fair climate in any vocational classroom. It contains nine learning experiences on such subjects as the media, attitudes, career choice, self-concept, and language; attention getters, such as quotations and sentence completions that may be reproduced for student use; suggestions for audio-visuals; listening tips; and information on assertive behavior and consciousness raising. The final section, A Pathway for You, contains lessons and activities designed to provide specific learning experiences for students in the various service areas of vocational education (agriculture, distributive education, health occupations, home economics, handicapped, industrial arts, trade and industrial, and office occupations). Language and audio visual aids are suggested for establishment of classroom climate. These are followed by attention-getters and learning experiences, and some bulletin board ideas are included. For each subject, a sample plan of action is provided for the teacher. (KC)

ED219592 CE033310

Robinson, Gail; And Others

Moving toward Sex Equity in Vocational Education. A Report on Sex Balance in Vocational Education Programs in California.

Ventura County Superintendent of Schools, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Vocational Education Services.

Pub Date 82

Note-244p.; Some pages (figures) may be marginally legible due to small print.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education; Agricultural Education; Allied Health Occupations Education; Disabilities; Disadvantaged; Distributive Education; Educational Trends; Enrollment; *Enrollment Trends; *Females; Home Economics; Industrial Arts; Job Placement; *Males; Nontraditional Occupations; Occupational Aspiration; Office Occupations Education; Postsecondary Education; School Districts; Secondary Education; *Sex Fairness; Technical Education; Trade and Industrial Education; Trend Analysis; *Vocational Education; Work Experience Programs

Identifiers-*California

This report presents statistical data on the status of sex equity in vocational education programs in California. Tables and graphs show enrollment in secondary and postsecondary vocational programs by sex and vocational areas for the years 1973-74 to 1977-78. Data for the report were gathered by a data collection system used by the California State Department of Education for collecting annual statistical information on the activities of local vocational educational agencies.
Computer-generated tables are included for agriculture, distributive education, health, home economics, industrial arts, office occupations, technical education, trade and industrial education, and work experience. Information given includes year, total enrollment, secondary school enrollment, adult education enrollment, handicapped, disadvantaged, completions, and placements for both males and females over the 5-year period. Summative tables for vocational education as a whole are also provided. (KC)

ED219613 CE033346

Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist II & III, 3-22.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date [82]

Note-436p.; For related documents see CE 033 345-347.

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Behavioral Objectives; *Building Trades; Equipment Maintenance; Equipment Utilization; Instructional Materials; Learning Modules; Lesson Plans; Military Personnel; Military Training; Occupational Safety and Health; *Plumbing; Postsecondary Education; Safety; *Sanitary Facilities; Skilled Occupations; Study Guides; *Vocational Education; *Waste Disposal; Waste Water; *Water; Workbooks

Identifiers-Military Curriculum Project

These military-developed curriculum materials consist of a course description, course chart, plan of instruction, lesson plans, study guides, and workbooks for use in training plumbing specialists II and III. Covered in the course blocks are building waste systems and exterior and interior supply systems. Course block II, on building waste systems, deals with building drains; vents and stacks; floor and roof drains; waste rough-in for lavatories; installation of back bents; rough-in for urinals, showers, tub drains, and water closet drains; and testing drainage systems. Addressed in course block III, on exterior and interior water supply systems, are the following topics: exterior water supply, steel pipe assembly, installation of building service lines, building distribution systems, copper tubing assembly, water supply rough-in for fixtures, and installation of domestic water heaters. (MN)

ED219633 CE033415

Craig, David G.

A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1977.

Tennessee Univ., Knoxville. Coll. of Education.

Pub Date Mar 78

Note-33p.; For related documents see ED 128 646, CE 032 601, and CE 033 416.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; *Agricultural Education; College Graduates; Educational Demand; Educational Needs; *Educational Trends; *Employment Patterns; Enrollment Trends; Higher Education; Job Placement; National Surveys; Outcomes of Education; Questionnaires; Teacher Attitudes; Teacher Certification; Teacher Recruitment; *Teacher Supply and Demand; Vocational Education; *Vocational Education Teachers

A national study (the thirteenth annual study of its kind) examined the supply and demand for teachers of vocational agriculture in 1977. To obtain data pertaining to supply and demand for vocational agricultural teachers, researchers mailed questionnaires and follow-up letters and made telephone calls to all institutions preparing teachers in vocational agriculture as well as to the offices of state supervisors in agriculture. Information regarding numbers of graduates qualified to teach agriculture and the number of teaching positions available were then tabulated for each state and each institution preparing teachers. Data revealed that, while fewer persons were qualified to teach vocational agriculture in 1977 than were previously graduating, the percentage of individuals placed in vocational agriculture teaching positions remained steady. A turnover of 10.3 percent also contributed to a teacher shortage. Increased numbers of teachers were involved in instructing adults and young farmers as well as high school students. Also increasing were the numbers of positions in technical and community colleges. Recommendations called for increased efforts to recruit students into vocational agriculture education, to reduce teacher turnover, and to reduce the number of uncertified teachers. (MN)

ED219788 CS207137

Cotton, Kathleen

Effective Practices for Spelling Instruction: Literature Synthesis.

CEMREL, Inc., St. Louis, Mo.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jan 82

Note-31p.; Prepared for Title II Basic Skills Improvement, Denver County/City Public Schools.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Computer Assisted Instruction; Educational Games; Educational Media; Educational Research; Elementary Secondary Education; *Integrated Activities; *Language Arts; Language Skills; Literature Reviews; *Spelling Instruction; *Teaching Methods

Identifiers-*Learning Strategies; Theory Practice Relationship

Because identification of effective instructional practices for building spelling skills remains a concern of those charged with guiding the development of student language arts competencies, this paper presents a synthesis of research and expert opinion on those practices that have been shown to foster spelling proficiency among both beginning spellers and older students. Following the introduction, the first section discusses the implications of language research, including phonics and spelling rules. The second section surveys research on instructional methods, particularly the integration of spelling with other language arts. This section also discusses the role of games and the use of typewriters, computers, and other aids in spelling instruction. The third section cites studies outlining those practices that research has shown to be useless or minimally useful. This is followed by a section examining the divergence between research and practice in spelling instruction. The last section contains a summary of effective spelling instruction strategies. A bibliography concludes the paper. (HTH)

ED219853 EA014884

Collins, Carter H.; And Others

The Home-School Connection: Selected Partnership Programs in Large Cities.

Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISBN-0-917754-18-2

Pub Date May 82
Note-166p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Achievement; Elementary Secondary Education; Family School Relationship; *Home Study; Homework; *Parent Participation; *Parent Role; *Parent School Relationship; *Tutorial Programs; Tutoring

Unusual because they involve students above the primary level, the programs described in this report are designed to involve parents more fully in the education of their children. Presented are 28 programs in grades 4-12 initiated by school systems in large cities and operating during the 1980-81 school year. Information about the programs was gathered through telephone conversations and through visits to seven programs. School systems were asked to provide information on programs that might help parents act in educational capacities, such as home tutors, monitors of homework and attendance, or guides for their children in the use of community educational resources. A general discussion section highlights salient features from all programs, promising practices, components of a comprehensive program, and strategies for program development. The 28 program profiles include program objectives, major activities, staffing, target populations, funding, evaluations, materials available, and the name of a contact person. The seven in-depth reports resulting from site visits cover each program's objectives, rationale, development, operation, cost and personnel information, supporting and inhibiting factors, evidence of success, and other areas. A table classifying the main characteristics of each program assists readers in locating programs of interest. (Author/JM)

ED219892 EC143124

Twomey, Stephanie C.

Early Intervention--A Working Paper: Baseline Information on Early Intervention Programs in the California Public Schools System.

Planning Associates, Merced, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date Jul 81

Grant-24-B350-81-3293-7100

Note-212p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Delivery Systems; *Demography; *Disabilities; Infants; *Intervention; Preschool Education; Program Costs; *State Programs; Statistical Data; Surveys

Identifiers-*California

A study was conducted to develop baseline information on special education early intervention programs. A review of the literature revealed the following: the effects of a stimulating or depriving environment appear to be most powerful in the early years of childhood; there is evidence that the effects of early intervention programs for children are strengthened by parental involvement; an intensive external supportive environment may contribute to the development of children with disorganized, nonsupportive families; and quality and motivation of staff are directly related to program success. Information was culled from three sources of data--a questionnaire mailed to all California early intervention programs, the Special Education Pupil Count data for 1979-80 and 1980-81, and Preschool Incentive Grant and Infant Preschool Discretionary Grant applications. Findings regarding infant special education programs include that the typical California infant intervention program serves 26 infants with a home/center approach with Designated Instructional Services staff and operates an average of 10.6 months per year. The two greatest needs cited by infant early interventions were for adequate funding and resources to work more effectively with parents. Among results of survey data on prekindergarten intervention programs were that with the possible exception of regional centers, interagency cooperation requires much greater attention and coordination; that assessment and evaluation tend to rely on staff judgment; and the greatest needs were very similar to those for infant programs. Numerous tables with cost data and population statistics are included. (SW)

ED219995 HE015236

Walsh, R. Brian, Ed.; Thomas, Charles R., Ed.

People: Creativity and Quality with Technology. Proceedings of the CAUSE National Conference (St. Louis, Missouri, December 1-4, 1981).

CAUSE, Boulder, Colo.
Pub Date Dec 81
Note-557p.
EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Administrators; College Admission; College Stores; *Computer Oriented Programs; Computers; Data Processing; *Decision Making; *Delivery Systems; *Higher Education; Information Services; *Information Systems; Management Information Systems; Management Systems; Personnel Selection; Staff Role; *Technology; Word Processing

Identifiers-Carnegie Mellon University PA; Clemson University SC; EDUCOM Financial Planning Model System; Electronic Mail; Strategic Planning; University of Georgia; VISICALC Program

Proceedings of the 1981 CAUSE conference include both professional and vendor presentations. Track 1, on decision support systems, examines such areas as system design, the EDUCOM Financial Planning Model System (EFPM), the evolution of support systems, and a Mississippi approach. Track 2, "Managing the Information Systems Resource," focuses on the nature of managerial work, the socio-technical approach to designing an information system, recruitment of computer services personnel, computer center performance measurement, and management success formula. The third track, "The Emerging Technology," discusses: VISICALC budgeting, modeling with VISICALC and EFPM, word processing at Carnegie-Mellon University, electronic mail, and improving financial aid delivery through an electronic delivery system. Track 4, "Small College Information Systems," examines: an online fund raising system for a private university, the college as a knowledge organization, support systems for private college admissions, personnel/payroll entity-relationship model, and management information systems (MIS) at a small college. In track 5 on applications, the following are covered: user control management at Florida, strategic planning as a new role for MIS, table driven general ledger system for fund accounting, university stores, improving systems development at Clemson University, and course offerings as a university resource at the University of Georgia. Track 6, "Professional Techniques," includes: a wholistic approach to applications development, automating the clerical control function in data processing, evaluation criteria for higher education computing, the systems analyst role, finding and keeping performance-oriented individuals, and general methodology and linear model for planning and evaluation. Vendor presentations are from: Integral Systems, Inc.; Arthur D. Little; and CBORD Group (universal campus ID system); Digital Equipment Corp.; IBM Corp.; Management Science America, Inc.; National Computer Systems, Inc.; Pansophic Systems, Inc.; Peat, Marwick, Mitchell and Co.; and Westinghouse Information Services. (LC)

ED220011 HE015369

Sollie, Carlton R.; Howell, Frank M.

University Knowledge/Technology Transfer and Public Decision-Making: Review, Synthesis, and Alternative Models. Rural Development Series No. 11.

Southern Rural Development Center, State College, Miss.
Spons Agency-Department of Agriculture, Washington, D.C. Science and Education Administration.
Pub Date Dec 81
Note-71p.

Available from-Southern Rural Development Center, Box 5406, Mississippi State University, MS 39762.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Agents; *College Role; Community Action; *Cooperative Programs; Decision Making; Evaluation Methods; Higher Education; Information Utilization; *Linking Agents; Models; Needs Assessment; Problem Solving; Research Utilization; *School Community Relationship; Social Action; Technical Assistance; *Technology Transfer
Identifiers-Social Mapping Matrix Assessment

Issues and problems associated with university involvement in public sector activities and the knowledge transfer process are examined. After a brief statement of the state-of-the art in knowledge transfer, attention is directed to one of the basic issues presented in the literature: the appropriateness and inappropriateness of university involvement in public service. An opinion favoring a more responsive stance on the part of universities was interpreted from the literature. The academic community and nonacademicians have suggested that the university is a source of knowledge needed for decision-making in various kinds of action programs. Consideration is given to types of knowledge, since there are conceptual variations regarding the product(s) that universities have to offer to the public. Various knowledge transfer models are compared, and a composite knowledge transfer model that utilizes concepts from these models is examined. The basic thrust of the composite model is the concept of university-user partnership as proposed by Moe (1977). Two basic functions of the model are a clearinghouse function within the university and a linking function. Both of the basic functions of the model can be made operational through a relatively small organizational structure (e.g., the community services office). To facilitate the operation of this office, a needs assessment methodology is offered--the Social Mapping Matrix Assessment (SMMA), which can be used for inventory purposes to identify on-campus resources, such as institutes, and the types of services they can provide. A second use is a type of catalog for use by university sub-units and clients. Steps that would bring this model to an action stage are briefly considered. (SW)

ED220027 HE015386

Dahl, Randall W.

College Attendance and Institutional Choice: Results from the Kentucky Longitudinal Study. AIR Forum 1982 Paper.

Pub Date 17 May 82

Note-34p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aptitude; *Academic Aspiration; College Attendance; *College Bound Students; *College Choice; Educational Background; *Enrollment Influences; Enrollment Trends; Family Income; Followup Studies; Higher Education; *High School Graduates; Longitudinal Studies; Noncollege Bound Students; Student Characteristics

Identifiers-*AIR Forum; *Kentucky; Kentucky Longitudinal Study

Post-high school enrollment plans and specific choices of May 1980 Kentucky high school graduates were studied based on longitudinal data. The relationships between these choices and academic and personal background characteristics and future plans were analyzed. The analyses include both education-bound and noneducation-bound graduates, and provide a general basis for identifying marginal enrollment groups: education-bound graduates who do not enroll, and noneducation-bound graduates who do enroll. Patterns of changes in institutional choices are also described. Data were drawn from the initial survey of plans and first followup survey of the Kentucky Longitudinal Study, a statewide educational research project of the Kentucky Council on Higher Education. For the main follow-up sample of 1,881 individuals, results indicate that 84.4 percent of graduates had implemented their post-high school educational plans. Information is presented on: the relative shares of expected and actual enrollments for nine postsecondary institution sectors; group means of academic performance, self-rated abilities, and personal/family background variables for four groups of graduates and also for four major institutional sectors; and changes in institutional choice. With respect to college attendance in general, the results indicate that more academically able students from more affluent and better educated families are more likely to attend college immediately after high school. However, the family income of students enrolling in Kentucky private 4-year colleges is significantly lower than that of students enrolling in state 4-year colleges. Additionally, students coming to the institution from greater distances and those with weaker initial preferences for the school clearly constitute a high-risk population. (SW)

ED220044 HE015403

Fram, Eugene H.

Maintaining and Enhancing a College or University Image. AIR Forum 1982 Paper.

Pub Date 17 May 82

Note-22p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Alumni; College Curriculum; College Faculty; *Colleges; Educational Quality; Higher Education; Information Needs; Institutional Characteristics; Majority Attitudes; *Marketing; *Publicity; *Public Opinion; Public Relations; *Reputation; *School Community Relationship; Student Attitudes; Surveys; Tuition; Universities

Identifiers-*AIR Forum

The use of marketing concepts to maintain and enhance the image of a university is considered. Over all, what is needed is a system for image assessment to provide a basis for image development. Without this system and its information outputs, misconceptions can enter the policy-making process at critical junctures, and the life of the institution can be adversely affected. Developing the necessary information requires data on outsiders' views of faculty, curriculum, teaching quality, and the cost of attending college. Much of these data can be derived from current students, alumni, and those in the surrounding local community. With these data, a marketing action program can be developed. From these programs, top academic administrators can take the necessary steps to maintain and enhance the institution's image. A number of issues center on the faculty's image. It needs to be determined if the faculty, as a whole, is perceived as current by the institution's publics. A second potential key issue is the nature of the faculty's professional activities. Curriculum needs to be perceived as being reasonably modern in order to support a desirable image for any vital institution. The quality of teaching is another important area of concern. It is concluded that since faculty activity appears to be a critical area, research programs need to determine the extent to which faculty achievements and activities are being highlighted. It is also important to monitor the attitude of current student attitudes about the institution. In a similar manner, alumni need to be questioned about their image perceptions. Target groups within the community include parents and employers. (SW)

ED220061 HE015420

Parker, John D.; Fenske, Robert H.

Policy Analysis: The New Reality for Institutional Research. AIR Forum 1982 Paper.

Pub Date May 82

Note-17p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies; College Administration; Decision Making; Educational Assessment; *Educational Policy; Higher Education; Information Needs; *Institutional Research; *Linking Agents; *Needs Assessment; *Policy Formation; Problem Solving; Program Evaluation; Research Needs; *Research Utilization

Identifiers-*AIR Forum

The problems and opportunities for institutional research in academe as it becomes increasingly policy analytic in activity and orientation are explored. It is suggested that for the 1980s the most viable and dynamic role for institutional research will be in providing leaders in higher education institutions with policy-relevant knowledge in order that they may become more effective participants in the policy process. Knowledge, especially decision-relevant knowledge, is frequently confused with information. Knowledge is information that has been interpreted and about which some significance has been discovered. The knowledge-development process can be viewed as a process in which there are three distinct, but sequential stages: data, information, and knowledge. Data is defined as a discrete measurement. Information results when data are logically combined, and this process enlarges meaning within a specific context. Information is usually a direct result of some form of data processing and is almost always situation- and time-specific. Knowledge is the result of some form of research activity, and it leads to insight and understanding. It is argued that too much time and effort have been spent in producing information, and too little has been spent in analysis and interpretation. General characteristics of the policy-analytic approach are described as follows: problem-identification, alternatives-development, consequences-prediction, outcomes-evaluation, and policy-recommendation. The impact of using policy analysis in institutional research is discussed and depicted in a diagram that includes levels of operation, activity, client, purpose, and other participants. The evolution of institutional research as a profession is also briefly traced. (SW)

ED219514 CE032939

Smith, Gwen J.; And Others

Career Planner. A Guide for Students with Disabilities. Second Edition.

Chaffey Coll., Alta Loma, Calif.

Spons Agency-Department of Education, Washington, DC.

Pub Date 82

Note-30p.; For related documents see ED 205 719 and CE 032 940. This publication is also available in Braille, large print and tape cassette.

Available from-Educational Resource Center, Chaffey College, 5885 Haven Avenue, Alta Loma, CA 91701.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accessibility (for Disabled); Career Education; Career Guidance; *Career Planning; Data Collection; *Disabilities; Employment Qualifications; *Job Analysis; Medical Case Histories; *Occupational Information; Postsecondary Education; Secondary Education; *Self Evaluation (Individuals); Vocational Aptitude

Identifiers-*Assistive Devices; *Job Modification

This handbook is intended as a guide for disabled career planners who wish to enter the work force. The introduction presents basic steps for gathering information about oneself and about jobs. Chapter 1 discusses collecting health/medical information. A sample form is provided. Chapter 2 focuses on collecting vocational information, which includes one's interests and abilities (vocational evaluation) as well as information about the world of work (career information). Chapter 3 focuses on getting information from people through personal visits, telephone calls, and letters. Addresses of role models and organizations for further help are given. Doing a job analysis is covered in chapter 4. Completed and sample job analysis forms are shown. Chapter 5 focuses on job modification and provides sources for information on adaptive equipment or assistive devices. (YLB)

ED219655 CE033513

Fuqua, Lou; Fuqua, Debbie
Parts Specialist.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Pub Date 82
Note-576p.
Available from-Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074.
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Auto Parts Clerks; Behavioral Objectives; Communications; Competency Based Education; Criterion Referenced Tests; Human Relations; Instructional Materials; Job Skills; Learning Activities; Mathematics; Measurement Techniques; Merchandising; Retailing; Safety; *Sales Occupations; Secondary Education; *Vocational Education
Identifiers-Inventory Control; *Parts Storekeepers; Pricing Formulas; Stock Clerks

Designed to address the skills that an auto parts specialist must master in order to be effective in the market place, this manual consists of 13 units of instruction. Covered in the units are orientation; human relations; communications; safety; parts and systems identification; stocking, shipping, and receiving; inventory control; cataloging and pricing; applied math for parts specialists; measuring instruments; counter services; related counter skills; and, sales and merchandising. Each unit includes some or all of the following: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. Written in terms of student performance, the instructional materials in the manual feature a lesson-plan format. (MN)

ED219725 CS006758

Spiro, Rand J.; And Others

On the Role of Pervasive Experiential Coloration in Memory. Technical Report No. 258.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Aug 82

Contract No-400-76-0116

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; *Experiential Learning; Learning Theories; *Memory; *Prior Learning; *Reading Comprehension; *Reading Research; Recall (Psychology); Schemata (Cognition)

F. C. Bartlett's concept of "attitude" is used in this paper as a point of departure for the creation of a model of the complementary functioning of discursive and experiential memorial representation. The paper first discusses several of the memorial functions of experiential representation, in particular the integrative function related to the pervasive aspect of attitudes and the function of attitudes as "landmarks" for indexing and checking memories. The paper next examines one area that concerns itself with attitude-like processes--state-dependent memory. After exploring some of the effects on memory of a text produced by varying the experiential state of the reader, the paper argues that attitude-based processes are relatively more important in cases where prior knowledge does not provide a strong basis for connecting information. A brief outline of an inferential reconstruction model that incorporates knowledge of the world and pervasive experiential coloration in mutually facilitating interactive functioning is presented. (FL)

ED219745 CS006784

Reynolds, Ralph E.; And Others

The Role of Metaphor in Prose Comprehension. Technical Report No. 259.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Aug 82
Contract No-400-76-0116
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes; Context Clues; Higher Education; *Learning Theories; Memory; *Metaphors; *Reading Comprehension; *Reading Research; Recall (Psychology)

A study investigated whether metaphors help or hinder prose comprehension. The subjects, 71 college students, read eight short stories and rated their quality and the effectiveness of the writing. Approximately half of the subjects received stories that contained metaphors, while half received the same stories in which the metaphors had been replaced with literally equivalent statements. After reading the stories, subjects were given either a delayed or an immediate cued recall test. Analysis of recall protocols indicated an increased memorability for passages with metaphors. Not only were the metaphors themselves recalled better than the equivalent literal statements, but there was also an increase in memory for the context preceding the metaphors. (FL)

ED219766 CS207096

Davis, James E., Ed.; Davis, Hazel K., Ed.
The Licking County Writing Project.
Southeastern Ohio Council of Teachers of English.
Pub Date 82
Note-132p.; The Southeastern Ohio Council of Teachers of English is an affiliate of the National Council of Teachers of English and the Ohio Council of Teachers of English Language Arts.
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Inservice Teacher Education; *Instructional Improvement; Prewriting; Student Motivation; Student Teacher Relationship; Teacher Influence; Teacher Motivation; Teacher Role; *Teacher Workshops; Teaching Methods; Teaching Models; *Writing Evaluation; *Writing Exercises; *Writing Instruction
Identifiers-*Licking County Writing Project OH; *National Writing Project

The 24 articles in this special journal resulted from the Licking County (Ohio) Writing Project. The articles provide information about the following: (1) how to motivate students and teachers, (2) prewriting activities, (3) lightening the teacher's grading load, (4) the uses of conferences, (5) sustained silent reading, (6) traditional techniques to teach sentence combining, (7) using imitation of master writers as a means of teaching style, (8) group writing, (9) ungraded student writing, (10) a writing process exercise for teachers, (11) approaches to grading, (12) the one-room school, (13) an exercise in which students write a new ending for a short story, and (14) the benefits of the writing project for those involved. (JL)

ED219831 CS503925

Mellert, Robert B.

Can We Communicate with Other Generations?

Pub Date Jul 82

Note-13p.; Paper presented at the Meeting of the World Future Society Conference (Washington, DC, July 18-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer); Ecology; Ethics; *Futures (of Society); *Quality of Life; Social Environment; *Social Responsibility; *Social Values

Identifiers-*Future Generations; Human Ecology

Communicating with future generations is not merely a question of "how" to communicate, but also of "what." Our major moral responsibilities to future generations concern the size of future populations, conservation of nonrenewable resources, diversity of the gene pool, and quality of the environment. To determine our responsibilities in these areas, let us accept five presuppositions: (1) as members of the human species, future generations will be essentially the same as we are; (2) future generations will seek pleasure, just as we do; (3) it is an accident of history that one is born in any given generation; (4) our survival as a species is more important than our individual survival; and (5) we are one with future generations and will share actively in their lives. Based on these presuppositions, we can say that we owe to future people the opportunity to meet their basic needs for a decent life. Our responsibility to future generations is to preserve diversity, both of the gene pool and of resources. We are obliged to leave them with the kinds and quantities of nonrenewable resources we can reasonably anticipate they will need. We are part of a species and share in the common responsibility for that species and its continuation. (HTH)

ED219935 FL013048

Amstutz, Myra; And Others

Report and Recommendations of the Maine Advisory Council on Foreign Languages and International Studies.

Maine State Dept. of Educational and Cultural Services, Augusta.
Pub Date 81
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cross Cultural Training; *Educational Assessment; Interdisciplinary Approach; *International Studies; Modern Language Curriculum; Program Effectiveness; *Second Language Programs; State Departments of Education
Identifiers-Maine; Presidents Comm Foreign Lang International Studies

An advisory council was appointed to study the status of international studies and foreign language education in Maine and to make recommendations for strengthening and broadening these programs. The report of this commission is presented and organized as follows: (1) Maine's position in the world scene, (2) foreign language education, (3) internationalizing the curriculum, (4) professional leadership, (5) perspectives for the future, and (6) recommendations according to the group addressed. The report is given in the context of the monolingual U.S. position and the situation of Maine with regard to its geographical position and the size of its French-speaking population. In order to strengthen foreign language instruction within the state, the council recommends involvement by all segments of the professional, academic, and educational community. With regard to internationalization of the curriculum, the recommendations deal with emphasis on global interdependence, and the cooperation of teachers of various subjects with each other and with other educators and administrators. The final chapter summarizes the recommendations according to group. Appendices that provide the survey instrument and a proposed international studies curriculum outline complete the report. (AMH)

ED219571 CE033276

Generating Quality Indicators for 20 of Utah's Vocational Education Programs, 1981-82. End of Project Report.

World-Wide Education and Research Inst., Salt Lake City, Utah.
Spons Agency-Utah State Office of Education, Salt Lake City. Div. of Vocational Education.
Pub Date 29 Jul 82
Contract No-82-0101
Note-22p.; For a related document see CE 033 277.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Correlation; *Educational Quality; Employer Attitudes; *Graduate Surveys; Multiple Regression Analysis; Outcomes of Education; *Personnel Evaluation; *Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Education
Identifiers-*Quality Indicators; *Utah

A study generated quality indicators for vocational education by collecting employer ratings of graduates of vocational education programs, categorizing these ratings by curriculum offerings, identifying the highest- and lowest-rated school programs, and identifying program differences. On-site evaluators suggested 11 indicators of educational quality. Since a correlation appeared to exist between employer ratings and scores of the on-site evaluators, multiple regression analysis was used on 19 variables. Ten indicators of quality of vocational education were identified empirically and given appropriate weightings for predicting quality scores (employer ratings). (Detailed results of the analysis are provided in table form.) Recommendations made were replication of the project, isolation of high and low scoring schools, program evaluation, and conduct of similar evaluative studies annually. (YLB)

ED219703 CG016127

Kottmann, William

Peer Culture Development: A School-Based Delinquency Prevention Program.

Pub Date Mar 82

Note-6p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change; *Behavior Problems; *Delinquency Prevention; Group Dynamics; Helping Relationship; *Peer Counseling; *Peer Influence; Program Descriptions; School Counseling; Secondary Education; *Secondary School Students; *Student Behavior; Student Development

This paper describes Peer Culture Development, Inc., a private, non-profit agency which provides a school-based delinquency prevention program to public schools. The basic components of the program are described along with the selection and role of student leaders in the program. The dynamics of the group meetings are discussed and seven objectives that must occur if project goals are to be achieved are outlined, including reduction of negative peer pressure and increase in student involvement in school activities. Strategies to alter the subculture socialization process and to assist schools in helping students adapt to the environment are enumerated. Teacher training aspects of the program are also discussed. (JAC)

ED219810 CS503841

Markwart, Richard I.

Targeting Political Communications: A Problem in Market Segmentation.

Pub Date Apr 82

Note-14p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advertising; Communication (Thought Transfer); *Communication Skills; *Elections; *Merchandising; Political Influences; *Politics; Voting

Identifiers-*Market Segmentation; *Political Advertising

Political campaigns are major, high-budget marketing efforts, but because they are usually managed by people with little training in either marketing or communications, they fail to persuade voters to vote in the desired way. Political targeting can be treated as a segmentation problem, one of identifying and responding to the specific qualities of the target group. Applying buyer behavior segmentation strategy to a political campaign yields four categories: (1) the nonparticipant, (2) the hard loyalist, (3) the soft loyalist, and (4) the switcher. Removing the hard loyalists and nonparticipants from consideration leaves a diverse target group that comprises only 25% of the total population. Good segmentation requires that the segment be measurable, accessible, and substantial enough to make the effort worthwhile. Traditional breakdowns of segments are geographic, demographic, psychographic, and buyer behavior. Current methods of political targeting are all inadequate: pressure response and surveys of expert opinion, because they often talk to people already sold; basic application of demographics, because it rarely considers soft loyalists and switchers; and statistical approaches, because when based on demographics they too often depend upon a single demographic factor, and when based upon a geobehavioral approach, they rely on highly unusual conditions for their data. (JL)

ED219873 EA014924

Piele, Donald T.

Computer Assisted Problem Solving in Mathematics.

Pub Date Jul 82

Note-8p.; In: The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, OR, July 21-23, 1982). For related documents, see EA 014 910-932.

Available from-Not available separately; see EA 014 910.

Document Not Available from EDRS.

Descriptors-Algorithms; Computer Assisted Instruction; *Computer Oriented Programs; Elementary Secondary Education; Inservice Teacher Education; *Mathematics Instruction; *Problem Solving

Identifiers-Computer Assisted Mathematics Program; Computer Assisted Problem Solving; Papert (Seymour)

Arguments for and against the use of computers in mathematics classes have centered on whether students benefit from or are merely hindered by practicing computational skills. This paper claims that the true essence of mathematics lies not in computation, basically a mechanical operation, but in problem-solving. Since no amount of computational skill will help the student who can't determine how to approach a problem, the author suggests that mathematics teachers can use computers to help teach students how to develop problem-solving algorithms, a skill whose usefulness extends beyond pure mathematics into other sciences, word processing, games, and other areas of life. The LOGO computer language and the "Mathland" computer-based learning environment developed by Seymour Papert provide examples of how computer education in mathematics can be developed. So too does the Computer Assisted Mathematics Program for teaching algorithm development to secondary school students, originated at the University of Minnesota. The paper suggests a model inservice program for developing teachers' computer literacy, and comments on the need for computer-related instruction that, without concentrating on programing itself, offers more learner control than does traditional computer-assisted instruction. (Author/PGD)

ED219956 FL013151

The People and Culture of Haiti.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date 82

Grant-98-P-10002-3-01

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Background; *Economic Factors; Education; *Family Structure; *Haitians; Health Needs; History; Nutrition; *Refugees; *Sociocultural Patterns

Identifiers-*Haiti; Immigration Law

A basic introduction to the history and culture of Haiti is presented. It is designed primarily for American service providers and sponsors and so also discusses the legal problems faced by Haitian entrants in the United States. The information is organized according to the following topics: (1) geography and climate of Haiti, (2) history, (3) economy, (4) education, (5) social structure, (6) family life, (7) religious beliefs and funeral customs, (8) health services, (9) mental health, (10) foods, (11) holidays, (12) recreation, (13) transportation, and (14) implications for social adjustment. A bibliography concludes the volume. (AMH)

ED219978 FL013196

Galloway, Vicki; And Others

Around the World: Japan. An Exploratory Unit for Middle School Students.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.
Pub Date [80]
Note-57p.; For related documents, see FL 013 192-197.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Affective Objectives; Audiolingual Methods; Cognitive Objectives; *Cross Cultural Training; Cultural Activities; *Cultural Education; Dialogs (Language); Educational Resources; *Experiential Learning; Folk Culture; Global Approach; Humanistic Education; Instructional Materials; *Japanese; Legends; *Middle Schools; Music; Secondary Education; *Second Language Instruction; Teaching Guides
Identifiers-*Japan

One of the units developed as part of the "Around the World" exploratory language program in South Carolina, this unit on Japan aims to develop in students an awareness of Japanese culture through experiential language and cultural activities. The guide has the following components: (1) a list of general and special interest books, and films; (2) suggestions on room decor, which include brief discussions of and instructions on setting up displays of Japanese signs and symbols; (3) the language section, which includes guidelines for the teacher on Japanese pronunciation and structure, and the script of the dialogue and structure videotape; (4) historical and cultural information on Japan in the form of an introductory essay and suggested activities; (5) a detailed activity sheet on writing Japanese; (6) traditional and popular games in Japan; (7) Japanese crafts with activities on flower arranging, tray landscapes, and origami or the art of paper-folding; (8) an introduction to Japanese cooking; (9) discussion of Japanese music and the Japanese national anthem; and (10) five cultural component activities on the "Kamishibaya Man," the tea ceremony, Haiku, gestures and emotion, and money and hard work. (AMH)

ED219534 CE033162

Stoney, Sheila M.; Reid, Margaret I.

Balancing the Equation. A Study of Women and Science and Technology within Further Education. Project Report.

National Foundation for Educational Research in England and Wales, London.

Spons Agency-Further Education Curriculum Review and Development Unit, London (England).

Report No-ISBN-0-85522-092-9; PR-10

Pub Date Aug 81

Note-84p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education; Career Choice; *Females; Higher Education; Nontraditional Occupations; Occupational Aspiration; Postsecondary Education; *Scientific Personnel; *Sex Fairness; Sex Stereotypes; *Student Recruitment; Technical Education; *Technical Occupations; Womens Education

Identifiers-*Great Britain

A 1-year project was conducted to explore ways and suggest possible strategies by which Further Education staff in Great Britain can help improve women's participation, progress, and attainment in physical science and technology, particularly at technician and craft levels. Data were collected by a questionnaire survey of heads of science and technical departments in approximately 100 colleges and polytechnics in England and Wales. The survey sought to gather details of women's enrollments and efforts made by departments to increase women's participation rates, and the views of senior college staff upon issues which previous research has shown to have a bearing upon women's entry into science and technology and their subsequent progress. Based on this information, as well as on data gathered from case studies and

ED219614 CE033347

Military Curriculum Materials for Vocational and Technical Education. Plumbing Specialist IV & V, 3-23.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date [82]
Note-532p.; For related documents see CE 033 345-346.
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Behavioral Objectives; *Equipment Maintenance; Equipment Utilization; Instructional Materials; Learning Modules; Lesson Plans; Military Personnel; Military Training; Occupational Safety and Health; *Plumbing; Postsecondary Education; Safety; *Sanitary Facilities; Skilled Occupations; Study Guides; *Utilities; Vocational Education; *Waste Disposal; Waste Water; *Water; Workbooks
Identifiers-Military Curriculum Project

These military-developed curriculum materials consist of a course description, course chart, plan of instruction, lesson plans, study guides, and workbooks for use in training plumbing specialists IV and V. Covered in the course blocks are fixtures and appurtenances and utility equipment. Block IV on fixtures and appurtenances deals with installation of bathtubs and showers, water closets, urinals, lavatories, and water lines; inspection and maintenance of plumbing systems; recovery and restoration; and planning and layout of plumbing systems. Addressed in course block V, on utility equipment, are the following topics: winterization of piping; maintenance of valves, sewers, and grease traps; emergency maintenance and exterior piping, fire hydrants, and sprinkler systems; utility equipment; and corrosion control. (MN)

ED219679 CG016102

Gilmore, David C.; And Others

Effects of Applicant Sex, Physical Attractiveness, and Type of Job on Employment Interviewers' Decisions.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Employers; *Employment Interviews; Employment Qualifications; Equal Opportunities (Jobs); *Evaluation Criteria; Interpersonal Attraction; *Job Applicants; Occupational Information; *Personnel Selection; *Physical Characteristics; Sex Discrimination

Past research on the employment interview has suggested that interviewers are influenced by many variables, including physical attractiveness. To investigate the potential interaction of applicant sex and attractiveness on hiring decisions, the type of job, applicant sex, and applicant physical attractiveness were manipulated to determine the effect of attractiveness on job performance. Resumes with unattractive or attractive photographs were shown to 105 interviewers who rated applicants on several dimensions. Results showed that physical attractiveness influenced employment decisions. More attractive individuals were thought to have better personalities. Employment interviewers were also influenced by the applicant's sex, so that males were generally offered higher starting salaries than females even when the two were equally rated on the decision of whether to hire. The findings, which differed from earlier research using the same materials with college students acting as interviewers, suggest that actual interviewers may have different biases than college students. (Author/JAC)

ED219789 CS207138

Devine, Thomas G.

Listening Skills Schoolwide: Activities and Programs.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
National Council of Teachers of English, Urbana, Ill.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-ISBN-0-8141-2956-0

Pub Date 82

Contract No-400-78-0026

Note-67p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 29560, $6.50 non-member, $5.25 member).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Class Activities; Educational Theories; Elementary Secondary Education; Inservice Teacher Education; *Language Arts; Learning Processes; *Listening Skills; Program Development; *Teaching Methods

Designed for workshop, teacher inservice, and classroom use, this monograph pulls together theory, research findings, and descriptions of successful classroom practices to improve instruction in listening skills. Chapter 1 discusses the importance of listening instruction, providing general background information on the nature of listening. The next three chapters provide suggestions for teaching (1) accurate listening (using personal involvement to improve attention to detail and summary); (2) purposeful listening (following directions, recognizing the organization of spoken discourse); and (3) critical listening (distinguishing fact from opinion). The final chapter outlines steps for developing a schoolwide program of listening instruction, including

ED219914 EC150004

Hicks, Doin E., Ed.; And Others

Career Development.

Gallaudet Coll., Washington, D.C.

Pub Date 82

Note-55p.

Available from-Directions, Box 5664, Washington, DC 20016 ($10.00 subscription rate, four issues; $3.50 single copy).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attitudes; *Career Education; Career Exploration; *Deafness; Elementary Secondary Education; Expectation; Family Influence; *Hearing Impairments; High Schools; Occupational Aspiration; Program Descriptions; Resources; Student Teacher Relationship; Vocational Rehabilitation

The issue of "Directions" contains nine articles which focus on activities and approaches to career education for hearing impaired students. Articles include the following titles and authors: "Attitudes as Factors in Vocational Rehabilitation of Young Deaf Adults" (R. Sanderson); "Career Education--Getting Ready for Today's Job Market" (R. Steffan, Jr.); "The National Project on Career Education--Past, Present, and Future" (D. Updegraff and J. Egelston-Dodd); "The Day School Program at Selaco-Downey High School" (C. Rowland); "Oregon's Regional Programs for the Deaf--A Statewide Career Exploration Project" (L. Fuhrman); "Two Determinants for Perceiving Parents as Influential in the Development of Occupational Goals for Deaf Students" (R. Meisegeier); "The Relationship between Teacher Expectations and the Occupational Aspirations of Seniors in Selected Residential Schools for the Deaf" (B. Walker); "Infusing Career Education into the Content Areas" (J. Maeder); and "Using Principles of Instruction and Evaluation in Infusion of Career Education Concepts" (N. Fones). A list of periodicals in career and vocational education, bibliographic data, and abstracts of career development resources from ERIC (Educational Resources Information Center), and information on documents in ERIC on the hearing impaired complete the issue. (SW)

ED219936 FL013055

Simich, Carmen; Rivera, Charlene

Sociolinguistic/Ethnographic Issues and the Assessment of Bilingual Students' Language Proficiency.

InterAmerica Research Associates, Rosslyn, Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 81

Contract No-400-79-9942

Note-31p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education; Culture Fair Tests; Elementary Education; *English (Second Language); *Ethnography; Inservice Teacher Education; *Institutes (Training Programs); *Language Proficiency; *Sociolinguistics; Spanish Speaking; Student Evaluation; Test Construction; *Testing

Identifiers-Arizona (Tucson)

A teacher training program was implemented over a 2-year period in cooperation with the Tucson Unified School District, where over 28% of the students have been identified as having a primary language other than English. The goal of the training was to provide a forum wherein teachers and administrators would explore the application of ethnographic/sociolinguistic theories and methodologies as these can be applied to language proficiency assessment practices. The training was

Hopkins, Loma J., Comp.; And Others

Career Guidance Materials for Use with Students with Disabilities. A Resource Catalog.

Chaffey Coll., Alta Loma, Calif.

Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-34p.; For related documents see ED 205 719 and CE 032 939.
Available from-Educational Resource Center, Chaffey College, 5885 Haven Avenue, Alta Loma, CA 91701.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Counseling; Career Education; *Career Guidance; Community Colleges; *Disabilities; Ethnic Groups; Females; Hearing Impairments; Learning Disabilities; Physical Disabilities; *Placement; Postsecondary Education; Resource Materials; *Two Year Colleges; Visual Impairments; Vocational Evaluation

This resource catalog lists over 60 practical and innovative materials specifically useful for career guidance for community college students with disabilities. References are divided into four sections. Section 1, Vocational Guidance Materials and Activities, describes materials which may be used by students and career counselors, including government publications, student activity workbooks, and career information

ED219552 CE033248

Boraks, Nancy; Schumacher, Sally

Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers: Technical Report.

Virginia Commonwealth Univ., Richmond.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC. Div. of National Vocational Programs.; Virginia State Dept. of Education, Richmond. Adult Education Service.

Pub Date 81

Note-264p.; For a related document see ED 213 990.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adult Basic Education; *Adult Learning; Adult Literacy; *Adult Reading Programs; *Adult Students; Ethnography; Learning Processes; Literacy Education; Miscue Analysis; Reading Diagnosis; Reading Difficulties; Reading Habits; *Reading Instruction; Reading Skills; *Teaching Methods; *Word Recognition

This study was undertaken to identify the reading strategies which facilitated or inhibited the progress of adult beginning readers (ABRs).

ED219572 CE033277

Quality Indicators for Vocational Education.

World-Wide Education and Research Inst., Salt Lake City, Utah.

Spons Agency-Utah State Office of Education, Salt Lake City. Div. of Vocational Education.

Pub Date Jan 82

Note-22p.; For a related document see CE 033 276.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Involvement; Curriculum Development; Disabilities; Educational Equipment; Educational Facilities; Educational Innovation; Educational Objectives; *Educational Quality; Followup Studies; Guidance Programs; Inservice Teacher Education; Needs Assessment; *Program Evaluation; Secondary Education; Student Evaluation; Student Needs; Student Placement; Teacher Evaluation; Teacher Selection; *Vocational Education

ED219656 CE033937

State and Local Consumer Publications. A Bibliography.
Office of Consumer Affairs, Washington, D.C.
Pub Date Sep 82
Note-195p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Advertising; Appliance Repair; *Consumer Economics; *Consumer Education; *Consumer Protection; *Consumer Science; Energy Conservation; Food; Foreign Language Books; Health Services; Home Management; Housing; Instructional Materials; Insurance; Investment; Laws; *Merchandise Information; Money Management; Motor Vehicles; Nutrition; Older Adults; *Public Agencies; Real Estate; Safety; State Agencies; Utilities; Wills
Identifiers-Fraud; Funerals; Mail Order; Small Claims Court; Warranties

This bibliography, designed primarily for state and local consumer offices, includes 650 publications on a wide range of consumer affairs subjects. Topics include advertising, appliance purchase and repair, automobiles, how and where to complain, contracts, credit and banking,

ED219704 CG016128

Wenestam, Claes-Goran

Children's Reactions to the Word Death.

Spons Agency-Tri-Centennial Fund, Stockholm (Sweden).

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childhood Attitudes; *Children; *Death; *Developmental Stages; Elementary Secondary Education; Foreign Countries; *Religious Factors; Social Cognition; Violence

Identifiers-*Childrens Drawings; *Sweden

Although some research has been conducted in the past, few studies have investigated children's conceptions of life, death and dying. To study children's ideas about death, 112 children, age 4-18, were asked to draw what they thought of when they heard the word "death" and also to make verbal comments about their drawings. Three qualitatively

ED219726 CS006759

Mason, Jana

A Description of Reading Instruction: The Tail Is Wagging the Dog. Reading Education Report No. 35.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Aug 82

Contract No-400-76-0116

Note-31p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Organization; *Classroom Techniques; Elementary Education; Grade 3; Grade 4; Instructional Improvement; *Reading Instruction; Reading Research; Reading Teachers; *Sequential Approach; *Teaching Methods; Workbooks

A study was conducted to determine whether there is a typical instructional sequence used to teach reading in third and fourth grade classrooms, to what extent the core text-related sequence (a child-related introduction of the text, followed by reading, and then

ED219746 CS006787

Gray, Philip A.

The Relationship between Oral Communication and Reading as Basic Skills.

Pub Date Apr 82

Note-11p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills; Elementary Education; Language Acquisition; Listening; *Oral Language; *Reading Skills; *Speech Skills; Teaching Methods; Writing (Composition); Writing Skills

The relationships that exist among the skills of reading, writing, speaking, and listening suggest a need for greater attention to oral communication processes in the formal instructional program. The extent of these relationships is such that four national associations drafted a joint paper stating that oral language competency is the basis for success in reading, and students with an adequate facility in spoken language are less likely to suffer reading and writing difficulties. A Right to Read pamphlet states that reading and talking are interrelated skills: enhancement of one contributes to the development of the other. Unfortunately, the pamphlet also suggests that by school age, children have acquired the fundamentals of language and that their sounds system is completely matured. Such an assumption ignores the facts that communication behavior is dynamic, that oral communication abilities

ED219767 CS207097

Brissey, Lisa

Observing and Recording Children's Responses to Literature Read Aloud.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date Sep 82

Note-12p.

Available from-Insights, Center for Teaching and Learning, Box 8158, University of North Dakota, Grand Forks, ND 58202 (subscription $3.50 per year).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification; Grade 1; Guidelines; Nonverbal Communication; Primary Education; *Reading Aloud to Others; Reading Instruction; Reading Material Selection; *Reading Research; *Student Behavior; *Student Reaction; Verbal Communication

Reading research has provided repeated evidence of measurable growth in reading performance and language development in children as a result of reading literature aloud to them. In order to match appropriate literary experiences to a specific audience, the teacher must have a knowledge of the interests, needs, and strengths of the children, and

ED219832 CS503926

LaConte, Ronald T.

Teaching Basic Communications Skills for an Information Society.

Pub Date Jul 82

Note-29p.; Paper presented at the Meeting of the World Future Society Conference (Washington, DC, July 18-22, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Problems; *Communication Skills; *Curriculum Development; Elementary Secondary Education; Higher Education; *Information Needs; Information Seeking; *Speech Curriculum

The flow of messages in the information age is no longer predominately down a chain of command but increasingly lateral. The modern communications process is also task specific, faster paced, more graphic and less verbal, and more technologically directed. These changes have rendered our definitions of communication skills and our school curriculum obsolete. Among the skills neglected in typical curricula are message compression, decoding and interpreting condensed messages, kinesics, synthesizing information, visual literacy, and rapid analysis and evaluation of message validity. To include these skills in the school curriculum we should (1) concentrate on transitional skills, (2) adopt a more holistic teaching approach, (3) identify genuinely needed

ED219854 EA014885

Howard, Bessie C.; Arnez, Nancy L.

School-Based Administrator Networking and Professional Development Program for More Effective Schools.

Howard Univ., Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date May 82

Grant-G007803205

Note-78p.; Prepared by Teacher Corps Program '78.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Attitudes; Assistant Principals; Communication (Thought Transfer); Educational Change; Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Inservice Education; *Networks; Organizational Development; *Principals; *Professional Development; *Social Support Groups

The Administrator Professional Development Program, sponsored by the Howard University Teacher Corps, began in the spring of 1978. Its

ED219893 EC143125

McDonnell, Barbara; Sewell, Margaret

A Study of Paraprofessional Competencies and Statewide Trends for Training.

De Anza Coll., Cupertino, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date Jun 81
Grant-43-B354-81-3293-7100
Note-144p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; Occupational Information; *Paraprofessional School Personnel; Role Perception; State Programs; *State Standards; Surveys; *Teaching Skills; Trend Analysis
Identifiers-*California; *Paraprofessional Training

The California Special Education Paraprofessional Training Task Force conducted a survey to determine the role and utilization of paraprofessionals in special education and corresponding competencies required, the degree of perceived need for training, and desirability of

ED220028 HE015387

Smith, John D.

Bringing Classroom Utilization Reporting Up-to-Date. AIR Forum 1982 Paper.

Pub Date May 82

Note-24p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Campus Planning; *Classes (Groups of Students); College Administration; College Buildings; *Computer Oriented Programs; Data Analysis; Evaluation Methods; Higher Education; Information Needs; *Information Utilization; Institutional Research; Middle Management; Programing Languages; Reports; Research Methodology; *Scheduling; School Schedules; *Space Utilization; Statistical Data; Time; Use Studies

ED219634 CE033416

Craig, David G.

A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1980.

Tennessee Univ., Knoxville. Coll. of Education.

Pub Date Feb 81

Note-34p.; For related documents see ED 128 646, CE 032 601, and CE 033 415.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; *Agricultural Education; College Graduates; Educational Demand; Educational Needs; *Educational Trends; *Employment Patterns; Enrollment Trends; Higher Education; Job Placement; National Surveys; Outcomes of Education; Questionnaires; Teacher Attitudes; Teacher Certification; Teacher Recruitment;

ED219811 CS503875

Hudson, David D., Ed.

Teaching Communication Competencies to Second Language Learners. Special Edition.

Communication Association of the Pacific, Honolulu, Hawaii.

Pub Date Dec 81

Note-107p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Communication (Thought Transfer); *Communicative Competence (Languages); Creative Teaching; Educational Theories; *English (Second Language); *Language Usage; *Limited English Speaking; *Non English

ED219957 FL013152

A Guide for Employers of Refugees.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date 82
Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cross Cultural Training; Cultural Awareness; Culture Conflict; *Employees; *Employer Employee Relationship; *Employers; Employment Interviews; Employment Potential; English (Second Language); *Refugees

Some of the more frequently asked questions about employing refugees in the United States are answered in this booklet. Information on

ED219979 FL013197

Galloway, Vicki; And Others

Around the World: Peru. An Exploratory Unit for Middle School Students.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.

Pub Date [80]

Note-61p.; For related documents, see FL 013 192-196.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Affective Objectives; Audiolingual Methods; Cognitive Objectives; Cross Cultural Training; Cultural Activities; *Cultural Education; Dialogs (Language); Educational Resources; *Experiential Learning; Folk Culture; Global Approach; Humanistic Education; Instructional Materials; Legends; *Middle Schools; Music; Secondary

ED219996 HE015285

Dressel, Paul L.; Simpson, William A.

Student Persistence and Benefits: Program Selection and Degree Completion.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date 80

Note-178p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Aspiration; *Academic Persistence; Case Studies; College Graduates; College Programs; College Students; *Decision Making; Degrees (Academic); Goal Orientation; Higher Education; *Majors (Students); *Research Design; Specialization; Student Attitudes; Student Characteristics; *Student Educational Objectives;

ED220045 HE015404

Russell, Ralph E.; And Others

The Relationship of Documented Library Use to Academic Achievement, Program of Study, and Progress toward a Degree. AIR Forum 1982 Paper.

Pub Date May 82

Note–23p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC01 Plus Postage.

ED220062 HE015421

McLaughlin, Gerald W.; And Others

Equity in Instructional Workload. AIR Forum 1982 Paper.

Pub Date May 82

Note-26p.; Paper presented at the Annual Forum of the Association for Institutional Research (22nd, Denver, CO, May 16-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affirmative Action; College Credits; College Faculty; Comparative Analysis; Departments; *Employment Practices; *Equal Opportunities (Jobs); *Faculty Workload; Full Time Equivalency; Full Time Faculty; Higher Education; Institutional Research; Land Grant Universities; *Males; Sex Differences; Teacher Employment; *Teacher Responsibility; *Women Faculty

Identifiers-*AIR Forum

Differences in instructional workload between men and women college faculty were studied at a large, land-grant university. The following variables were investigated: number of weighted student credit hours, number of sections taught, number of different courses taught, and didactic hours by level of course. Because the faculty members varied in their full-time-equivalent instructional effort, it was necessary to normalize the data. Fall 1979 data were considered for full-time assistant professors in the academic colleges. Weighted student credit hours, derived in part from a state budget formula, were applied to credit hour production by student level. Didactic hours, which were an estimate of the amount of effort required for an instructional activity, were based on the type of course taught. For classroom only, the course credits were considered. For nonclassroom instruction, the number of didactic hours taught were considered in terms of student credit hours. When male and female faculty were compared for equity of instructional activity taking their college into consideration, there was no significant difference by sex or from the interaction of college with sex. When a balancing technique was used to review male and female faculty by departments, no significant differences were found in the pattern of instructional activity within the group of departments being compared. Based on the variables considered using multiple regression, an equity of treatment for men and women on teaching assignments was found. (SW)

*Social Change
Identifiers-*Africa; National Information Systems; *UNESCO Public Library Manifesto

Using the UNESCO Public Library Manifesto as a basis for discussion, this paper examines the role of the public library within developing countries and reviews the major developments in public library services in Africa subsequent to the two UNESCO seminars on Public Library Development held in Nigeria in 1962. A number of key statements from the UNESCO Manifesto are quoted and discussed. The recommendations of the seminars on Public Library Development in Africa are then summarized with respect to: (1) the role of libraries in educational, economic, and social development; (2) the development of national plans for public library services; (3) the production, acquisition, and selection of books and other library materials; (4) customs duties affecting libraries; (5) the development of branch libraries and bookmobile programs; and (6) the financial support of public libraries. Specific developments which followed from the recommendations are described, with emphasis on the series of conferences that led to the formulation and implementation of the National Information System (NATIS) concept. A consideration of the importance of rural services closes the report. A 9-item reference list accompanies the text. (JL)

bibliographies, indexing and abstracting services, interlibrary cooperation, and professional associations. (Author/JL)

ED220125 JC820352

MacMillan, Thomas F.

The Statewide Longitudinal Study: Implications for Accreditation, Evaluation, and Educational Accountability.

Pub Date 15 Apr 82

Note-45p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917. For other papers in the review series, see JC 820 347-356.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability; *Accreditation (Institutions); Accrediting Agencies; *Community Colleges; Economic Factors; Educational Change; *Institutional Evaluation; Longitudinal Studies; Outcomes of Education; State Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students

Identifiers-*California; *Statewide Longitudinal Study CA

The findings of the California Statewide Longitudinal Study (SLS) of community college students are discussed in terms of their implications for accreditation, evaluation, and educational accountability. First, a background to the study is provided which examines four areas of concern for educational accountability: (1) demographic trends and projections; (2) economic issues of public policy; (3) institutional mission and function; and (4) differentiation of roles among various types of accreditation agencies. Next, selected SLS findings and observations and inferences drawn from them are presented with respect to the following areas: student demographics; academic status and plans; student prototypes; and student outcomes and achievements. Among the observations in this section are that despite changes in the demographics of the community college, there remains a core of traditionally defined younger students who move from high school to college; that the greatest percentage of the SLS sample attended community college in order to transfer to a 4-year college; that the findings tended to explode the myth of the "2-year" college; and that the findings challenge the view that continuing education for part-time, adult students has become the dominant function of the community college. The paper concludes with 10 policy recommendations, several of which focus on the need to utilize and develop the student prototype categories identified in the SLS. (HB)

schools. Part I contains the specific chapters (280A and 286A) of the Code of Iowa that pertain to area vocational schools and community colleges. Chapter 280A deals with the division of the school and county system; the methods for merging county schools systems; the process of formulation, investigation, submission, and approval of plans for merging school areas; the role of state boards, governing boards, and directors of merged areas; the election of boards of directors of merged areas; the status of merged areas; budgeting, funding, and acquisition of property by merged areas; the authority of area directors; powers of the state board; the prohibition on certain uses of funds; and the uses of an additional tax-cash reserve fund. Chapter 286A covers general aid to schools, resource allocation, and a uniform accounting system. Part II contains standards for area community colleges and vocational schools as set forth in Chapter 670 of the Iowa Administrative Code, as well as recommended guidelines covering administration, faculty, curriculum and evaluation, libraries, student services, facilities, physical plant, building and site approval, regional accreditation, and methods of disbursing funds. Appendices include state policies, by-laws, and rules and agreements relevant to area schools. (HB) with local 4-year colleges. The questionnaire is included. (HB)

ED220163 JC820422

TEC Marketing Survey: Results of the 1981 Statewide Technical College Survey of South Carolina.
South Carolina Univ., Columbia. Coll. of Journalism.
Pub Date [81]
Note-68p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Role; *Community Attitudes; Community Colleges; Community Surveys; Economic Development; *Educational Attitudes; Educational Finance; Information Sources; Questionnaires; State Surveys; Student Recruitment; *Technical Education; *Technical Institutes; Two Year Colleges
Identifiers-Educational Marketing; *South Carolina

In 1981, a statewide survey of South Carolina's 16 technical college (TEC) service areas was conducted to pinpoint technical training programs with high and low visibility in order to improve recruitment, retention, and public awareness; to determine how the colleges can best communicate the career options offered; to assess citizen awareness of the colleges' role in economic development and of how programs are financed; to examine changes in the image of technical education; and to provide the basis for more cost-effective recruiting and public information dissemination and increased cooperation among the colleges. A telephone survey of 3,368 adults representing 46 counties revealed that: (1) the programs with the most visibility included mechanics, welding, nursing, business, and computer programming; (2) 52% of the respondents said they would consider taking a course at their local technical college, and 37% had family members who were planning to enroll; (3) 39% of the respondents were aware that state taxes were the main source of funding for technical education programs; (4) 48% received information about the programs from brochures, friends, or direct mail; 27% from television; and 12% from radio; and (5) 21% of the respondents had been students at one of the technical colleges in the past. The bulk of the report consists of appendices which include the questionnaire and a breakdown of responses by college service area. (HB)

ED220183 PS012969

Seifert, Kelvin L.

Occupational Suitability and Competence Attributed to Male Teachers of Young Children.

Pub Date [82]

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Early Childhood Education; *Males; Occupational Surveys; *Rapport; *Sex Bias; Student Attitudes; *Teaching Skills; Undergraduate Students

Identifiers-*Male Faculty; *Occupational Images; Occupational Proficiency

The issue of negative bias against men in the female-dominated field of early childhood education is explored in three field studies focusing on the opinions of university students in education about male and female early childhood teachers and about selected teaching behaviors of men and women in this specialty. The first study investigated rapport between teachers and young children, comparing the rapport attributed to male teachers with that attributed to female teachers. A modified form of the Minnesota Teacher Attitude Inventory (MTAI) was administered to 105 undergraduates enrolled in an educational psychology course at the University of Manitoba. The second study, involving further modification of the MTAI and 35 additional undergraduates, focused on opinions about male teachers only. Taken together, the first two studies suggested that future teachers attribute less rapport with children to male teachers of young children than to female teachers and that this effect is especially noticeable when respondents compare male and female teachers. A third study compared the teaching skill attributed to male and female teachers of young children in three different classroom situations. Results suggested that while male teachers are not expected to establish rapport as well as female teachers, this bias does not extend to evaluations of specific behaviors. (RH)

Descriptors-Early Childhood Education; Employed Women; *Employer Attitudes; *Employer Supported Day Care; Family Characteristics; Government Role; *Parent Attitudes; Participant Characteristics; *Program Descriptions; Program Evaluation; Questionnaires; Rural Urban Differences; Surveys; Tables (Data)
Identifiers-*Appalachia; Descriptive Research

This study presents information about employer-supported child care, evaluates its prospects for further development in Appalachia, and recommends ways the Appalachian Regional Commission can best encourage such development. A background investigation and four surveys were conducted. The background investigation included a review of the literature and informal telephone interviews with more than 50 people knowledgeable about the subject of employer-supported child care. The survey established employer-supported programs in the United States, Appalachian child care programs, households with children enrolled in Appalachian child care programs, and Appalachian employers contributing to child care. Findings are presented which show the extent of employer involvement in child care, the characteristics of established employer-supported programs, the characteristics of Appalachian child care programs and enrolled children's households, the level of interest among Appalachian employers, and the factors associated with employer interest. Recommendations have been made to the Commission to support the further development of employer involvement in child care in the region with a number of research, training, materials dissemination, demonstration, and technical assistance projects. Forty-two tables summarizing the study's results are appended, along with copies of the surveys used. (Author/MP)

identify natural helpers and work with them. (BRR)

ED220225 RC013521

Amodeo, Luiza B.; Flores, Laura J.

Early Identification of Minority Gifted: The State of the Art.

Pub Date 12 Nov 81

Note-10p.; Paper presented at the Annual Conference of the Texas Association for Bilingual Educators (9th, El Paso, TX, November 12-14, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Youth; Creativity; Cultural Differences; Elementary Secondary Education; *Gifted; Intelligence Tests; *Mexican Americans; *Minority Group Children; *Talent Identification

Identifiers-Gay (Joyce); Torrance (E Paul)

As early as 1958, respected educators pointed out that: traditional methods (standardized IQ tests, teacher recommendations, parent questionnaires) did not identify minority/culturally diverse children; the concept of gifted needed to include creativity; and creativity could be a strength of minority children. During the late 1960's in response to pressure from minorities, there was a resurgence of interest in creativity of minorities. Paul Torrance stressed the importance of the creativity of minority/culturally diverse children, early identification, and the need for understanding the types of giftedness valued by each minority group. In 1973, six types of giftedness were identified: general intellectual ability, specific academic aptitude, creative and productive thinking, leadership ability, visual and performing arts, and psychomotor ability. Torrance noted that while the first category would continue to screen out minority children, the last five, if implemented, would give them entry into gifted talented programs. Current research supports Torrance. In 1978, Joyce Gay described 11 characteristics of gifted children from the literature and made some generalizations of how these characteristics are manifested in black children, e.g., keen observation, interest and ability in perceiving relationships, verbal proficiency, possessing good judgment, and creativity. These characteristics can be extended to fit Chicano and other minority children. (NQA)

encourage parents, community members, and teachers in small, isolated, primarily Native and Metis communities in northern Alberta to work together to meet community educational needs) is comprised of three parts. Part One presents an update of Education North activities and concerns at the provincial level and an analysis of the teacher questionnaire and parent interview data collected in May and June of 1980. The survey summary indicates that: there is a major effect associated with "more" and "less" remoteness; there is teacher dissatisfaction with student attendance and commitment and with parental involvement; and parents strongly feel that they can have very little influence on school practices. Part Two provides historical background, current activities, and future plans for the local education societies (Atikameg, Fort Chipewyan, Fort Vermillion, Lac la Biche, Little Red River, Slave Lake, and Wabasca-Desmarais). The issues section (Part Three) indicates that the previously reported imbalance between accountability and responsiveness has been eliminated. Issues listed as unresolved are: the locus of power in the relationship of school and community; the dialectics of voluntary and retained leadership; Education North as a family of strategies; community conflict; and Education North's future. (BRR) hoped that the conference provided a meaningful forum for exchange of ideas and that this document would be of use to educators and policy makers on mathematical education in the region of Southeast Asia and elsewhere. (MP) in this sample, obstacles to achievement in science were not related to race and sex, but rather to poor math and reading skills and failure to participate in the learning activities of the classroom. (Author/JN)

ED220303 SE039065

Sampson, Sue Scott; And Others

Consumer Research - USMES Teacher Resource Book. Fourth Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-005-X

Pub Date 76

Grant-SED-69-01071

Note-225p.; For related documents see SE 039 060-098 and ED 142 362. Revision of earlier title, Consumer Research-Product Testing, ED 142 382.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Consumer Economics; *Consumer Education; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; *Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

Determining which brand of a product is the best buy for a specific use is the challenge of this Unified Sciences and Mathematics for Elementary Schools (USMES) unit. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of consumer research problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2, 4, and 5/6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with consumer research activities. (JN)

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find effective ways to manage and/or conserve school supplies. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2, 5, 6, and 8. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN) contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. The first page tells why or when students may need the skill covered in the booklet and includes a table of contents. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220355 SO014136

Alexander, E. Curtis

The Frequency and Types of African American History Month Celebration Programs in the Chesapeake School System Between 1980-1982.

ECA Associates, Chesapeake, VA.

Pub Date 27 May 82

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black History; *Black Studies; *Cultural Awareness; Educational Needs; Educational Research; Elementary Secondary Education

Results are reported of a 2-year study in the Chesapeake (Virginia) public schools to determine the degree of participation in "Black History Month" and the type of black awareness courses offered within individual schools. Thirty-six school principals were asked to respond to the following questions: (1) Does your school observe African American History month? (2) Are any courses taught in your school on the African American experience? (3) Have you sponsored any other activities observing the contributions of African Americans? Less than 50 percent of the principals responded. The respondents reported that observances of the African American experience took place during Black Awareness Month and that the percentage of black faculty and student population in the schools had no effect on the frequency of observances. In addition, none of the responding schools offered courses on the black experience and only one respondent reported any other activities observing contributions of African Americans. The report concludes that the resolution by the Chesapeake Board of Education designating "Black History Month" had a negligible impact on increasing observances from the first year to the second. Further, it is concluded that the Board of Education, Superintendent's office, and school principals have not encouraged the observance of Black History Month. (KC)

basic needs. The three units are: Our Community; A Manitoba Community; and A Canadian and/or World Community. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. In Unit I, for example, under the topic of community situation, the question is asked, What are the natural features of the area in which the community is situated? To introduce mapping, students discover either by writing a description of a classroom or drawing its plan that maps tell more about places than words. They next learn about map symbols by a game involving their use. Then a map of the community's physical features is planned and instituted, after a walking tour of the community in which features are noted and recorded for use in the map project. The subject is concluded by setting up a display centered around the topic community. This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

Technical Education; Tests; Womens Education
Identifiers-*Pakistan

Newspaper articles, monographs, government publications, and magazine articles dealing with education in Pakistan are cited in this annotated bibliography. All items included were published between April and June 1981. Citations are organized by the following subject areas: administration, organization, and planning of education; adult education; comparative education; curriculum; educational goals; educational planning; elementary and secondary education; examinations; health education; higher education; educational history; Islamic education; libraries; literacy; medical education; philosophy of education; professional education; psychology; science education; teachers; teaching methods and media; technical education; textbooks; women's education; and teaching of languages. The publication includes an author index. (RM)

Descriptors-*Classroom Environment; Classroom Techniques; County School Districts; *Educational Diagnosis; Elementary Education; Family School Relationship; Inservice Teacher Education; *Instructional Development; *Learning Activities; Physical Environment; Pilot Projects; Resource Units; Student Behavior; Teacher Behavior; Teacher Effectiveness

Identifiers-*First Week of School; *Project MET

This model was designed to help elementary school teachers to plan effectively for the first day and first week of school. It was developed by the Fairfax County (Virginia) School System as a part of their Management for Effective Teaching (MET) Project, which was planned and implemented to answer the need expressed by teachers, principals, and other educational personnel for resources to manage more effectively the school system's Program of Studies. Six areas are identified on the model as important considerations in planning: (1) routines; (2) climate; (3) physical environment; (4) diagnosis; (5) home communication; and (6) learning activities. A chart offers examples of two teacher's first day/first week planning ideas for each of these areas. (JD)

the issues of sport participation disparities between blacks and whites, the problem of prejudice, the need for consciousness raising among blacks, and the necessity for whites to be aware of and resolve their racial prejudice. Chapter 4 presents a cross-cultural study of Nigerian women in sport, an attempt to seek the African roots of black sportswomen. Chapter 5 presents two philosophically based arguments; the first, an examination of characteristics of master/slave relationships and the need to abolish such relationships. The second speculates about the positive and negative aspects of the future of black women in sports. (MJB)

Identifiers-*Wright State University OH

A sequence of selective/retention steps are described which are used to reduce the number of student teacher "wash outs" in the Wright State University (Ohio) school of education. (1) A 2.25 grade point average (out of 4.0 points) is required for admission to the school, and an entry level grammar/composition test, which identifies at the beginning of the sophomore year those students needing additional remediation, is given. Entry level sophomore students remain in the program for three quarters, with a mentor who serves as instructor, advisor, and observer. At the end of the first quarter, a mentoring conference provides feedback to the student regarding academic work, affective qualities, and professional attitude. A faculty member may request, at any time, a "concern conference" about a student on the basis of academic or professional concerns; a student who collects three unresolved concerns may be advised out of the program following appropriate due process procedures. A recheck on grade point average, appropriate test scores, and course prerequisites is conducted prior to student teaching. Rigorous application of minimal competency standards is maintained during the student teaching experience. Extension of time from 2 weeks to a full quarter is required of students who need additional time to attain standards. Accompanying appendices detail these procedures and the forms used in working with the students. (JD)

the resultant awareness of sex inequities in the U.S. occupational distribution, has encouraged changes in gender-free occupational titles and equal endorsements by sex within scales of item pools and revised interest inventories. Changes in career counseling reflected by recently developed or revised inventories place an increased emphasis on self-exploration and on expansion of career options with a concern for the sex-fairness of inventories. If interest inventories are to do more than merely confirm existing self-concepts or ideas about occupations, their use must be combined with enlightened counseling and a long-range, well-planned, in-depth intervention plan. Controversies must be resolved regarding psychometric changes, separate vs. combined sex norms, and the question of predictive validity of interest inventories. (Author/PN) licensure requirements. Information on how to meet requirements for a Regents External Degree, and to qualify for promotions, salary increases, or new jobs is also provided. Regents External Degree Examinations, which are given in the fields of nursing and business, are designed to correspond to particular levels of academic preparation, and not necessarily to the subject matter of a specific college course. (Author/PN)

Management; Time Utilization; Worry Emotionality Scale (Liebert and Morris)

An anagram test administered under varying time parameters was used to evaluate the effectiveness of test-wiseness strategy. The relationship between test and state anxiety, and specific test-wiseness skills was explored. Students completed an anagram test in 15 or 25 minutes. Two groups received time-us directions and assistance during the test while the other groups o not. State anxiety questionnaires were completed before and aft the anagram test, followed by a test-wiseness scale. The longer test administration time was associated with higher anagram scores. The time-using/assistance strategy did not lead to higher anagram performance, although the number of anagrams was positively related to performance. The time-using strategy group reported lower worry in the 15 minute testing condition. Correlation analyses indicated state worry was negatively related to anagram performance and the number of anagram attempts. Test-wiseness was related to both test and state anxiety. Results indicated test-wiseness strategy directions and assistance during the test can have positive affective benefits. Evaluation of test-wiseness component strategies should be conducted individually with multiple dependent variables and different test administration conditions. Test and state anxiety should be included as an integral component of the test-wiseness taxonomy. (DWH)

ED220545 UD022309

Adams, Howard G.

Graduate Engineering Studies for Minorities: A Prospective.

Pub Date 23 Jun 82

Note-9p.; Paper presented at the Annual Conference of the American Society for Engineering Education (90th, College Station, TX, June 23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; *Access to Education; Admission Criteria; Educational Environment; *Engineering Education; *Equal Education; *Graduate Study; Higher Education; *Minority Groups; Social Influences; Student Financial Aid; Student Recruitment; Student Teacher Relationship

Identifiers-*Support Systems

Statistics indicate that between 1977 and 1981, the number of graduate degrees in engineering awarded to members of minority groups in the United States constituted only 2.3 percent of the total number of master's and doctorate degrees awarded in the field over that period. A major reason for the relatively small number of minorities with advanced engineering degrees is the widely-held assumption that there are no barriers to minority access to graduate programs. In fact, when minority students assess their chances for success in graduate school, they confront such barriers as 1) the difficulty of locating supportive campus communities; 2) the difficulty of being admitted to the school of one's choice, considering the subjectivity of the admissions process; 3) the paucity of financial assistance grants for minority graduate students; and 4) problems of strained student-adviser relationships, often due to conflicting cultural backgrounds. Such barriers to access must be removed by intensifying minority recruitment efforts into graduate engineering programs; restructuring the admissions process and reformulating admissions criteria; insuring that minorities are aware of and can compete for the full range of financial resources available; and creating academic milieus conducive to fully developing minority graduate students' academic potentials. (Author/MJL)

ED220564 UD022510

Early Childhood Education Program--Grades 1-6, FY '81. Elementary and Secondary Education Act, Title I. Evaluation Report, 1980-81.

Baltimore City Public Schools, Md.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.
Pub Date Jan 82
Note-94p.; Cover Title: ESEA Title I, FY '81. A publication of the Office of Testing and Evaluation. For related documents see ED 178 467 and UD 022 511.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; *Compensatory Education; *Educationally Disadvantaged; Elementary Education; Federal Programs; *Health Services; Language Arts; Mathematics; Parent Participation; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; Reading Skills
Identifiers-Baltimore City Public Schools MD; Elementary Secondary Education Act Title I

Evaluation results of 1981 compensatory education programs for first through sixth graders in Baltimore, Maryland public and private schools are presented in this report. The program provided compensatory reading, mathematics, and language instruction for educationally disadvantaged students, and made available supportive guidance and health services. The information is presented in detailed tables showing the distribution of program participants by grade, type of school, subject, support services, and racial/ethnic groups; types of parent participation; number of staff involved; program objectives and the degree to which objectives were attained as indicated by student achievement scores; and extent and types of health services rendered. Evaluation results indicate that participants in public schools tended to perform better on achievement tests than those in private schools, and that more grades met the mathematics objectives compared to reading and language objectives. (MJL)

ED220105 IR010326

Heinmiller, J. L.

ERIC as a Resource for Improving Education: How Is It Doing?

Pub Date 21 Mar 82
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 21, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clearinghouses; *Educational Resources; Federal Programs; Information Centers; *Information Dissemination; Information Needs; Information Networks; *Information Services; *Program Evaluation; Use Studies
Identifiers-*ERIC

Following a brief description of the role of the Educational Resources Information Center (ERIC) as a provider of bibliographic control over the fugitive research and development literature in education, this paper reports on a number of studies evaluating various aspects of the effectiveness of the ERIC system. The function of ERIC as a vehicle for information dissemination is discussed, and a series of National Institute of Education studies which explored the extent to which Federal support of ERIC has fostered general purpose information dissemination in education are reviewed. Highlights and summaries of the findings are provided for the ERIC Acquisition and Selection Study, a study on Project Policy Options for Information Systems of the Future, and the ERIC Cost and Usage Study, and a forthcoming study on The Use of ERIC Resources by Information Service Providers is described. (JL)

ED220264 SE038247

IEEE Validation of the Continuing Education Achievement of Engineers Registry System. Procedures for Use with a CPT 8000 Word Processor and Communications Package.

Institute of Electrical and Electronics Engineers, Inc., New York, N.Y.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 1 Mar 82
Grant-NSF/SED-82005; SED-79-18989
Note-202p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academic Achievement; Educational Attainment; Educational Certificates; *Electronics; *Engineering Education; Higher Education; *Information Services; Postsecondary Education; *Professional Continuing Education; *Student Participation
Identifiers-*Electrical Engineering

The Institute of Electrical and Electronics Engineers (IEEE) validation program is designed to motivate persons practicing in electrical and electronics engineering to pursue quality technical continuing education courses offered by any responsible sponsor. The rapid acceptance of the validation program necessitated the additional development of a system to handle course attendance and participant information data. This system (1) records course registrations, attendances, credit accumulations, and participant evaluations and sponsors' course status; (2) confirms participants' acceptable performances and course attendance for non-IEEE courses; (3) monitors IEEE's technical interest evaluations of course offerings, participants' course evaluation, and participation statistics; and (4) generates mailing labels and other items such as transcripts and Course Credit Award Certificates. Included in this document are registry system procedures and related materials (sample input cards, questionnaires, award certificates, transcripts). Supporting documentation, including a system description of the IEEE Continuing Education Registry (samples of computer generated letters, enclosures and data processing plans), explanatory notes and statistical tables relating to an IEEE mail survey, and IEEE Continuing Education Registry course evaluation questionnaire results are included in each of three appendices. (Author/JN)

ED220284 SE038809

Wooley, David

The Effects of Sex and Anxiety on Mathematics Performance.

Pub Date [82]

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Difficulty Level; Educational Research; Estimation (Mathematics); Junior High Schools; *Learning Theories; *Mathematics Achievement; Mathematics Anxiety; Problem Solving; Secondary Education; *Secondary School Mathematics; *Sex Differences; Testing; Test Items

Identifiers-*Mathematics Education Research

Sixty subjects, 30 males and 30 females, grades 7-9, were given an estimation and comparison mathematics test consisting of high and low difficulty level problems. Performances as measured by total error scores were compared as functions of sex and anxiety separately for high and low difficulty problems. There was a significant main effect of anxiety on low difficulty level problems. However, anxiety did not have a significant effect on the high difficulty level problems. The results did not support the hypothesis of a sex and a sex-anxiety interaction effect on mathematics performance. (Author)

ED220335 SE039097

Donahoe, Charles; And Others

Design Lab. USMES "How To" Series.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-029-7; ISBN-0-89292-031-9
Pub Date 77
Grant-SED-69-01071
Note-31p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; *Hand Tools; Instructional Materials; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Science Course Improvement Projects; Science Education; Social Studies; *Unified Studies Curriculum; Woodworking
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. Since children often design and build things in USMES, 26 "Design Lab" cards provide information on the safe use and simple maintenance of tools. Each card has a large photograph of the tool or tools on the top. The first frame on most cards is a photograph of a child holding the tool, providing the user with an understanding of how the tool is held. Remaining frames describe important skills in using the tool. Primary grade students or older students with reading problems should find the large photographs/illustrations useful in understanding the material presented with little reliance on accompanying word descriptions. Tools described include: electric tools (saber saw, electric drill, glue gun, soldering gun); handsaws (crosscut, coping, keyhole saws and hacksaw); other hand tools that cut (files, circle cutter, wood chisel, block plane, hand drill); holding tools (pliers, "C" clamp, screwdriver, hammer, size of nails); and measuring tools (combination square, rafter square, level). Additional cards provide instructions for maintaining a saber saw and electric drill and for making a sawhorse, tri-wall slot, and bend in a tri-wall. (Author/JN)

ED220438 SP020814

Hodgkinson, Harold L.

Why Education R & D?

National Inst. of Education (ED), Washington, DC.

Pub Date Apr 76

Note-10p.; Reprint.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Cooperation; *Educational Improvement; *Educational Research; Educational Responsibility; Elementary Secondary Education; Federal Programs; Federal State Relationship; *Government Role; *Institutional Cooperation; *Relevance (Education); *Research Utilization; School Districts

Identifiers-*National Institute of Education

Education research is, or should be, the systematic investigation and solution of critically important problems affecting what and how children learn. This is a complex undertaking, given the size and complexity of American education. Critically important educational problems can be dealt with by supporting a systematic, national effort to examine problems scientifically, develop and test solutions, and see to it that the final results reach those who can make use of them. However, research in education poses problems very different from those in the physical sciences. Often a good research program will develop useful curriculum materials that produce demonstrable results, only to have the socioeconomic population change drastically with the result that materials and techniques that were designed specifically for one population simply do not work for another. Educators need to revise their expectations of what the educational system can do and admit that families, churches, neighborhoods--in fact, the entire range of factors that form an individual's environment--have a critical role to play in the total development of the young. It is important that educational research and development be linked more directly to the world of practice. There is now a strong acceptance of the proposition that the teacher, the school administrator, and even local citizens must be involved. The National Institute of Education sees such a partnership as a mandate for cooperative effort. State departments of education, local school systems, and professional associations should be indispensable colleagues in any federal effort to improve education. (JD)

ED220502 TM820515

Gillespie, Ellen B.

Implications of the Louisiana Basic Skills Test for Special Education Students.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills; Community Involvement; Elementary Education; Emotional Disturbances; Individualized Education Programs; Mental Retardation; Minimum Competency Testing; Physical Disabilities; Research Problems; *Special Education; *State Programs; Test Format; *Testing Problems; *Testing Programs

Identifiers-Louisiana; *Louisiana Basic Skills Test

The legislation mandating Louisiana's Basic Skills Test was consistent with federal legislation in specifically including special education students. The development of policy alternatives for the testing of these students, however, was a complex process. Related issues include: (1) inclusion/exclusion of special education students, (2) development of alternative standards for students not tested, (3) test procedural and format modifications, (4) issues involved in research based on the test performance of special education students, and (5) involvement of consumer advocacy organizations. Policy development in Louisiana has focused on individualizing decisions concerning test participation and modifications. Alternative standards have been developed for special education students not addressing state minimum skills. State Department of Education staff are working to solve difficulties in conducting research and reporting test scores of special education students. Consumer organizations are being involved in test development and implementation. (Author/BW)

ED220082 IR010295

Kaungamno, E. E.

Use of International Documentation: Some of the Major Problems Facing Developing Countries. Occasional Paper No. 14.

Tanzania Library Service, Dar es Salaam.

Pub Date Jun 80

Note-13p.; Paper presented to the World Symposium on International Documentation (2nd, Brussels, Belgium, June 20-22, 1980). For related documents, see IR 010 289, IR 010 297-298, and IR 010 306.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Databases; *Developing Nations; *Documentation; Information Dissemination; Information Retrieval; *Information Services; Information Systems; *International Programs; *National Programs; Online Systems

Identifiers-*Information Infrastructure

This paper discusses the role of information in national development, addressing such issues as for whom and for what purposes information is needed in developing countries, the impact of the information explosion on the Third World, and the problems inherent in current national and international information infrastructures. A series of statements formulated at the COSTED-UNESCO Expert Meeting (held in Bangalore, India, in 1978) on the kind of information needed by developing countries is presented. As an example of information that is useful for developing countries but expensive to access, a list of online databases in the field of agriculture, along with their associated usage fees, is provided. Weaknesses in the information infrastructures of developing countries described by the 1975 FAO Conference on agricultural research are reviewed and the recommendations made at the conference for the strengthening of national and international information infrastructures are summarized. An 8-item reference list and a checklist on information infrastructure accompany the text. (JL)

ED220144 JC820398

Needham, Roberta Lee

Patrick Henry Community College Staff Needs Assessment: Comprehensive Report.

North Carolina Univ., Greensboro.; Patrick Henry Community Coll., Martinsville, VA.

Pub Date Jul 82

Note-37p.; Funded under Title III of the Higher Education Act of 1965.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes; Administrator Role; *College Role; Community Colleges; *Employee Attitudes; Faculty College Relationship; *Institutional Evaluation; Job Satisfaction; Needs Assessment; Organizational Objectives; Questionnaires; School Personnel; School Surveys; Self Evaluation (Groups); *Teacher Attitudes; Two Year Colleges; Work Attitudes

As part of a comprehensive community impact/needs assessment, Patrick Henry Community College (PHCC) conducted surveys of faculty, classified staff, and administrators. Questionnaires solicited information on respondent characteristics, PHCC's mission and goals, the purpose of postsecondary education, the adequacy of PHCC's services and programs, perceived individual responsibility for maintaining enrollments, the definition of computer literacy, and job satisfaction. Additional items, focusing on selected services, processes, and roles, were designed for each of the three respondent groups. Findings, based on response rates of 97% for faculty, 65% for classified staff, and 100% for administrators, included the following: (1) the majority of the respondents in each group indicated that PHCC was achieving its mission "very well" or "pretty well"; (2) all groups indicated a strong desire to expand occupational and continuing education programs; (3) the continuing education program received fewer good and excellent ratings of its quality than the occupational/technical, transfer, or non-credit personal interest programs; (4) 35% of the faculty and 32% of the staff rated students' academic abilities as less than adequate; (5) faculty and administrators felt equally high responsibility for ensuring adequate enrollments; and (6) the majority of the respondents described PHCC as a "very good place for me." The study report contains the survey instruments and detailed results. (KL)

ED220245 RC013556

Report of the Northland School Division Investigation Committee.
Alberta Dept. of Education, Edmonton.
Pub Date Oct 81
Note-159p.; For related document, see ED 135 548.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*American Indian Education; Board of Education Role; Boards of Education; *Canada Natives; Community Attitudes; Curriculum Evaluation; *Educational Assessment; *Educational Facilities; Elementary Secondary Education; *Equal Education; Facility Improvement; Rural Areas; *School Community Relationship; Student Needs; Tribes
Identifiers-Alberta; Metis (People); *Northland School Division 61 AB

On November 27, 1980, the Minister of Education, under the authority of the Department of Education Act, established a committee of four to inquire into and report on conditions of schools in Northland School Division No. 61 (established in 1960 to provide educational services to areas in remote areas of Northern Alberta serving Treaty Indians or Metis people) concerning provision, management, and maintenance of school buildings, nature and effectiveness of school services, and instruction affected by school facilities. Findings and conclusions indicate Northland School Division is not satisfactorily meeting needs of the majority of students enrolled in school, nor educational expectations of parents and other residents. Recommendations (16) made by the committee included: electing a school board; establishing school committees; developing a statement of philosophy with goals and objectives reflecting needs and views of the people; replacing schools with modern, permanent structures; improving quality of teachers' residences; adopting improved policies and practices to attract and retain personnel; developing a statement of philosophy of curriculum to provide direction for adaptation of curricula to meet local needs; and developing clear, comprehensive policies for evaluation of pupil progress. (ERB)

ED220319 SE039081

Keskulla, Jean; Gubbins, Stella

School Zoo - USMES Teacher Resource Book. Third Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-021-1
Pub Date 77
Grant-SED-69-01071
Note-267p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Animal Behavior; *Animals; Biological Sciences; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Activities; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum; *Zoos
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

Collecting and maintaining a variety of animals for study is the challenge of this Unified Sciences and Mathematics for Elementary Schools (USMES) unit. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from kindergarten and grades 1, 4, and 5. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220376 SO014229

Communities Around the World. Social Studies Interim Grade Guide for Grade Four.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-035-8
Pub Date 81
Note-26p.; For related documents, see SO 014 224-232.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Characteristics; Community Cooperation; Community Influence; *Community Role; *Community Study; Comparative Education; Elementary Education; *Global Approach; Grade 4; *Human Geography; Local History; Locational Skills (Social Studies); Maps; Political Divisions (Geographic); Quality of Life; *Social Studies; Units of Study; *World Geography

The social studies curriculum for grade 4 in Manitoba, Canada, is presented. The focus of this guide is communities around the world. Some objectives are to explore: (1) various human and natural features of the earth's surface; (2) ways in which people communicate about location on the earth's surface; and (3) implications of different levels and types of development for the quality of life in communities. The units include: Locating People and Places Around the World and World Communities. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. In Unit I, for example, under the topic of skills for communicating about finding locations, the question is asked, How do people use direction to find locations on the earth's surface? To introduce the subject of direction, students role-play a visitor to the community. The "visitor" asks students directional questions to certain landmarks. In another activity students practice locating objects or specific points in the classroom, school, and community. Using a compass, participating in directional games, and following outline maps are other suggested activities. This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

State Court Organization, 1980.

National Center for State Courts, Williamsburg, Va.
Spons Agency-Department of Justice, Washington, D.C. Bureau of Justice Statistics.
Report No-NCJ-76711
Pub Date May 82
Grant-79-SS-AX-0010
Note-573p.; Not available in paper copy due to small print type throughout original document. Report of work was performed by the National Court Statistics Project.
Available from-National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850 (single copies, free).
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Administration; Governmental Structure; *Organization; *State Courts; State Government; Statistical Data

Information on state court organization as of January 1, 1980, in the 50 states, American Samoa, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands is provided. Data were collected from published sources and through questionnaires. There are two major parts. Part I consists of 36 tables containing comparative data from all the states and other jurisdictions which describe particular facets of state court personnel, organization, structure, and administration. Data are summary in nature. Subject matter covered by the tables is diverse, including descriptions of justices' and judges' positions at all levels of court; court jurisdiction; methods of judicial selection; the selection, qualification, and use of jurors; state-level court administrative offices; and descriptions of judicial disciplinary bodies. Part II contains narrative profiles and figures that describe the organization of the judicial system in each state. Information is presented on seven topics: courts of last resort; intermediate appellate courts; courts of general jurisdiction; courts of limited or special jurisdiction; state-level administration; quasi-judicial officers; and judicial discipline. Appendices contain names of state court administrators, data collection instruments, and a glossary. (Author/RM)

ED220416 SP020482

Starting Points for Daily/Weekly Planning. Management for Effective Teaching.

Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date [81]
Note-17p.; For related documents, see SP 020 474-491.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Environment; Classroom Techniques; County School Districts; Course Content; *Decision Making; *Educational Objectives; Elementary Education; Inservice Teacher Education; *Instructional Development; Learning Activities; Lesson Plans; Pilot Projects; Resource Units; Student Needs
Identifiers-*Project MET

This model for starting daily and weekly planning prior to writing lesson or unit plans is intended for elementary school teachers. It is a part of a management support kit designed for teachers by the Fairfax County (Virginia) Public Schools system, which developed the materials to aid teachers in implementing the school system's Program of Studies, a curriculum designed for the elementary grades. Planning-decision points are identified in the model: (1) needs assessment of developmental and achievement levels of the pupils; (2) appropriate Program of Studies objectives; (3) subject areas identified in the Program of Studies; (4) effective types of learning activities; and (5) classroom learning environment. A conceptual model based on these factors, demonstrating the interdependency of decisions made in each area, is presented. Suggestions are made for using the model as an aid to planning, and an example is offered showing the decision-making process that takes place as a part of preliminary planning for lessons on listening skills. A planning guide for establshing an effective classroom climate is included along with a discussion on classroom climate. (JD)

ED220480 TM820488

Hoffman, Lee McGraw

Application of the Joint Committee Standards as Criteria for Evaluations in Louisiana.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability; Certification; Elementary Secondary Education; *Evaluation Criteria; Evaluators; *Program Evaluation; *State Standards

Identifiers-*Louisiana; *Standards for Evaluation Educ Prog Proj Materials

In 1981 the Louisiana Board of Elementary and Secondary Education established regulations of quality assurance for educational program evaluations conducted in the state through two major areas: the certification of educational program evaluators and the use of the Joint Committee's Standards for Evaluation, Projects and Materials in the evaluations themselves. This paper discusses the issues that must be faced in developing an application mechanism, and in articulating the relationship between the certification of evaluators and quality assurance of evaluations. The role of the State Department of Education (SDE) and certified educators in the quality assurance effort in providing technical assistance and training in evaluation skills is also discussed. The role of the state in developing and disseminating models or guidance for local school systems is considered. The guidelines for implementing application of the Standards will be developed by the SDE Bureau of Evaluation in 1982. (PN)

ED220525 TM820546

Alvord, Gregory; Macready, George B.

Comparing Models from Non-Subsuming Parametric Families.

Pub Date Mar 82

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, Ny, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; *Goodness of Fit; Latent Trait Theory; *Mathematical Models; *Probability; *Statistical Analysis; Statistical Studies

Identifiers-Likelihood Ratio Criterion; Rasch Model

The Pearson and likelihood ratio statistics are frequently used for assessing the absolute fit of probability models. Researchers are often interested in comparing fits provided by different models which may have a subsuming or non-subsuming relation. A subsuming relation exists when the parameters of the reduced model form a subset of those contained in the subsuming, or full, model. A non-subsuming relation exists when the defining parameters in neither model form a subset of those defining the other model. A general "mixture" probability model which incorporates two non-subsuming probability models and a strategy for assessing fit provided by each of the component models is described. A detailed description of the strategy for selecting a preferred model is outlined. Applications of the suggested procedure are considered for the special case in which the Rasch latent trait model and Latent State Mastery model are compared as to relative preference when data are generated from each model. (DWH)

ED220106 IR010327

Cohen, David; Sherrill, Laurence

Ethnicity in Library Schools: Guidelines and Curricular Models.

Pub Date [78]

Note-31p.; Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Curriculum; Courses; *Curriculum Development; Ethnic Groups; *Ethnicity; Graduate Study; Guidelines; Higher Education; Integrated Curriculum; *Library Education; Library Schools; *Library Science; Library Services; Minority Groups; *Models; Social Problems

This overview of the treatment of ethnic minorities in the curricula of library schools includes a brief review of research on sexism, racism, and library services for minority groups; a discussion of library school programs for minority students; and an examination of contemporary library school course content in which courses covering topics related to library services for ethnic groups are listed. Special contemporary problems related to training librarians for services to minority groups are considered, and a set of general guidelines for multiethnic education are discussed with regard to current library education practices. The question of whether library education for ethnic minorities should be integrated with the rest of the library science curriculum is addressed, as well as the issue of the place of ethnic concerns within the library education context. A detailed curricular model for library services to ethnic groups is then presented in which the nature of an integrated library curriculum is defined and 13 separate ethnic curriculum components are described, with objectives, techniques, and outcomes outlined for each. A 15-session model course of study is also given, and a bibliography is attached. (JL)

ED220184 PS012972

Balk, David

A Needs Assessment of Phoenix South Catchment Area Children: The Responses of Parents, Neighbors, and Teachers.

Phoenix South Community Mental Health Center, Ariz.
Pub Date 77
Note-93p.; Contains light type, may not reproduce clearly.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Anglo Americans; Antisocial Behavior; *Behavior Patterns; Blacks; *Children; Community Surveys; Comparative Analysis; Depression (Psychology); *Ethnic Groups; Grade 5; Interpersonal Competence; Mexican Americans; *Needs Assessment; *Parent Attitudes; Prosocial Behavior; *Teacher Attitudes
Identifiers-Arizona (Phoenix); Behavior Strengths; Behavior Symptoms; *Neighbor Attitudes

Summarized in this document are results from a survey conducted from 1975 to 1977 with parents, neighbors, and fifth-grade teachers as part of a needs assessment of Phoenix, Arizona, South Catchment Area children. A questionnaire consisting of 34 items, generated from studies reviewed in the area of children's behavioral symptoms and strengths, was administered to 70 parents, 54 neighbors, and 72 teachers representing different ethnic groups (Anglo Americans, Mexican Americans, Blacks, and others). Subjects were asked to judge how often certain behaviors occur in children and to determine which of the following specific judgments expressed their feelings: the behavior is a strength, a problem for worry or dislike, wrong, a matter of no concern, or none of the above. According to factor analysis and analysis of variance, respectively, results indicated that all subjects identified certain behavioral strengths and symptoms that occur frequently among children. The strengths were considered to be functional behaviors, while the symptoms were considered to be problematic. The following qualities were determined to be behavioral strengths occurring frequently in children: good-nature, rationality, cheerfulness, humor, poise, cooperativeness, intelligence, and clear thinking. The behavioral symptoms which frequently occurred were defiance, fighting, overactivity, little interest in doing things, and unmanageable behavior. Further results are discussed in terms of differences among subjects and ethnic groups in response to the survey items. A copy of the survey is appended, along with tables summarizing the raw data collected in the study. (MP)

ED220205 PS013018

Fishel, Leo; And Others

Appalachian Regional Commission Employer Supported Child Care Study. Executive Summary.

University Research Corp., Bethesda, Md.

Spons Agency-Appalachian Regional Commission, Washington, D.C.

Pub Date May 82

Note-30p.; For related document, see PS 013 017.

Available from-Appalachian Regional Commission, 1666 Connecticut Avenue, N.W., Washington, D.C. 20035 (Free of charge).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Early Childhood Education; Employed Women; *Employer Attitudes; *Employer Supported Day Care; Family Characteristics; Needs; Parent Attitudes; *Participant Characteristics; Program Descriptions; Rural Urban Differences; Surveys

Identifiers-*Appalachia; Descriptive Research

This executive summary presents highlights of principal findings from a study conducted to provide information about the characteristics of employer-supported child care programs in Appalachia. Findings are reported in brief answers to 10 questions originated in the study design: (1) Where are women employed? (2) Is there a need for child care? (3) What kinds of child care arrangements are used, and what are the ways or options employers have for supporting child care? (4) What is the extent of employer involvement in child care in the United States and in the Appalachian region? (5) What effect does a rural location have on employer involvement in child care? (6) What are the characteristics and experiences of established employer-supported child care programs? (7) What are the characteristics of established child care programs in Appalachia? (8) What are the characteristics of parents and households which are presently making use of Appalachian child care programs, and what are the reasons that employers choose to support or not to support child care? (9) What interest do Appalachian employers have in supporting child care, and what is the nature of that interest? and (10) What incentives are being used to encourage employer involvement? A brief discussion of the study's recommendations are also included. (MP)

ED220285 SE038810

Steinkamp, Marjorie W.

Sex-Related Differences in Attitude toward Science: A Quantitative Synthesis of Research.

Illinois Univ., Urbana.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Mar 82

Grant-NSF-RISE-80-07857

Note-49p.

Available from-Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Age; Attitude Change; *Attitude Measures; College Science; *Elementary School Science; Elementary Secondary Education; Females; Foreign Countries; Geographic Regions; Higher Education; Research Methodology; Science Education; *Secondary School Science; *Sex Differences; Sex Stereotypes; Socioeconomic Status; *Student Attitudes

Identifiers-Meta Analysis; National Science Foundation; *Science Education Research

The direction and magnitude of sex-related differences in science attitude and achievement have been topics of conjecture and research. Reported here are findings of a quantitative synthesis of completed research relating to these issues. A comprehensive literature search revealed 83 "articles" (journal publications, books, unpublished reports, dissertations), standardized tests, and large-scale national/international studies providing data on sex differences and reporting either statistics from which "Effect Size" could be derived or information which could be tallied into "Vote Scores." (Vote scores contain less information than Effect Sizes, but their use permitted inclusion of all studies in which sex comparisons were made, even though detailed statistics were lacking.) Data from 298 independent samples provided 613 Effect Sizes and 132 Vote Scores which were analyzed using a general linear model approach to analysis of variance, controlling for intercorrelations among variables. Results indicated that sex differences in attitude/achievement were smaller than generally assumed, but when they did occur, with few exceptions, tended to favor males. Data on sex differences in attitude are discussed within the context of a large number of school, individual, and methodological variables including academic discipline, age, instrument reliability, country of sample, socioeconomic status, geographic region, age, and dimension of attitude. (Author/JN)

ED220459 SP020873

Crabtree, Vaun C.

A Comparison of the Verbal Praise-Criticism Behavior of Teachers Instructing in Junior High Regular Classrooms with a Small Class-Size, Regular Classrooms with a Large Class-Size, Special Classrooms and Tutoring Classrooms.

Pub Date Aug 82

Note-60p.; Research reported was performed pursuant to a fellowship with the Office of Graduate Studies and Research.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classroom Communication; Classroom Environment; *Class Size; Junior High Schools; Large Group Instruction; Learning Disabilities; Positive Reinforcement; Sex Differences; Small Classes; *Social Reinforcement; Special Education; *Student Teacher Ratio; Teacher Behavior; Teacher Effectiveness; *Teacher Response; Tutoring; *Verbal Communication

A comparison was made of the verbal praise and criticism behaviors of teachers instructing in different types of classrooms. Fifty-seven teachers were observed in their various seventh and eighth grade classrooms: (1) nonhandicapped, small class size (5-15 students); (2) nonhandicapped, large class size (20 or more students); (3) special (students with learning disabilities); and (4) tutoring (one teacher for one or two students). Comparisons were made by rating the number of praise and criticism incidents initiated by the teachers, differences of teachers responses to boys and girls, and amount of praise and criticism directed toward groups of different sizes. Findings indicated that the verbal praise and criticism behaviors of teachers in one type of classroom did not significantly differ from those of teachers in another type of classroom. Although the majority of teachers used more praise than criticism, it appeared that they were not systematically using praise to manage student behavior but that their praise and criticism were reactions to student behavior. Praise was equally distributed among girls and boys; however, more criticism was directed toward boys, but not in significant amounts. Teachers were inclined to level criticism more frequently toward groups of students rather than to individuals. Among suggestions for future research on this topic is that an exploration be made of teacher verbal praise and criticism behaviors between beginning teachers and experienced teachers. (JD)

ED220063 HE015422

Hagan, Willie J.; Presley, Jennifer B.

Connecticut Public and Independent Institutions of Higher Education: A Comparative Overview of Enrollment and Degrees Conferred. BHE Reports, R-7-81.

Connecticut State Board of Higher Education, Hartford.

Pub Date Nov 81

Note-20p.; Some tables may not reproduce well due to small print.

Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students; Comparative Analysis; *Degrees (Academic); *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; In State Students; Part Time Students; *Private Colleges; School Surveys; *State Colleges; State Surveys; Trend Analysis; Undergraduate Students

Identifiers-*Connecticut

Trend data on enrollment and degrees conferred in public and independent colleges and universities in Connecticut are examined. There are 22 state-supported institutions, one federally-operated institution, and 26 independent institutions. In fall 1980, independent institutions enrolled 39 percent of all students enrolled in Connecticut institutions, compared to 38.1 percent in 1976. Of all students enrolled in 4-year institutions, 52.6 percent were attending independent institutions, compared to 49.9 percent in 1976. Eighty-five percent of all undergraduate students enrolled in Connecticut institutions in fall 1980 were Connecticut residents. The majority of these students (73.3 percent) were enrolled in public institutions, where 96.8 percent of undergraduate students were Connecticut residents, compared to 63.6 percent in the independent sector. Between 1976 and 1980, declines in full-time undergraduate enrollment occurred at each of the state-supported units except the technical colleges. During the same period, full-time undergraduate enrollment in the independent sector increased in all institutional categories. In fall 1980, 65.1 percent of all part-time students were enrolled in public sector institutions, with 45.5 percent of all part-time undergraduate students enrolled in regional community colleges. The independent sector conferred nearly half (48.3 percent) of all bachelors degrees awarded in 1980, as well as 51.8 percent of the masters degrees, 61.5 percent of doctoral degrees, and 64.2 percent of first-professional degrees. In contrast, the public sector conferred 75.1 percent of associates degrees and 89.6 percent of certificates below the associates degrees in that same year. (SW)

ED220126 JC820353

Goff, Richard W.

Informal Personal Observations of the Statewide Longitudinal Study from a Finance Perspective.

Pub Date [82]

Note-20p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917). For other papers in the review series, see JC 820 347-356.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Attendance Patterns; Community Colleges; Educational Benefits; *Educational Finance; *Financial Policy; *Financial Support; Grades (Scholastic); Longitudinal Studies; State Surveys; Student Attrition; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

Identifiers-*California; *Statewide Longitudinal Study CA

The implications of the California Statewide Longitudinal Study (SLS) of community college students are considered from the standpoint of finance. After identifying the major problem facing community colleges as their ability to cope with the ever-increasing diversity of students, the paper presents selected SLS findings and offers observations on them. The findings noted include a high percentage of students with zero units or grade points; the substantial proportion of students who increased their skill levels or pay rates while at the community college; the 20% of the evening students attending on an off-and-on basis; the prominence of "job conflict" as a reason for dropping out; and the relationship between "W" grades and attendance without expectation of a grade or credit. In response to these findings, the paper observes a need to examine the financial justification for serving students who attend with no evident result or for personal enrichment, and the need for flexibility in scheduling to avoid attrition due to job conflicts. Next, the 17 student prototypes described in the SLS are defined and discussed in terms of their financial implications. It is recommended that the "leisure skills student," "education seeker," and "art and culture student" prototypes assume the costs of their education. A final observation calls for a reexamination of the community college's base cost and for a finance bill that reflects current, rather than former, programs and students. (HB)

ED220164 JC820423

Bragg, Ann Kieffer

Follow-Up Study of Students Transferring from Illinois Two-Year Colleges to Illinois Senior Institutions in Fall 1979. Report 1: Mobility Patterns and Pre-Transfer Characteristics.

Illinois Community Coll. Board, Springfield.

Pub Date Feb 82

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *College Transfer Students; Community Colleges; *Enrollment Trends; Females; Grade Point Average; Majors (Students); Males; Postsecondary Education; Private Colleges; *Student Characteristics; Universities

Identifiers-*Illinois

A study was conducted to identify the number and mobility patterns of Illinois 2-year college students who transferred to 4-year colleges or universities in Illinois for the first time in fall 1979. In addition, the study sought to determine the pre-transfer characteristics of these students, i.e., age, sex, grade point average (GPA), program of study, credit hours completed, and degree received, if any, from the 2-year college. The study involved 10,273 students who transferred from forty-three 2-year institutions (39 public and 4 private) to forty-three 4-year institutions (13 public and 30 private) and included comparisons with two earlier transfer studies conducted in 1967 and 1973. Study findings show: (1) 99% of the fall 1979 transfers came from public community colleges and 80% transferred to public 4-year institutions; (2) a slight decline in the number of community college to senior college transfers was evidenced between fall 1973 and fall 1979; (3) 66.6% of the transfers were between 21 and 24 years of age, and 17.3% were between 25 and 30; (4) 50% of the transfers were female; (5) the principal programs of enrollment of transfer students were general liberal arts (41%) and business (10%), and 19% of the students were "undeclared"; (6) 39% of the students had completed an associate degree before transferring; and (7) the mean pre-transfer GPA of students was 2.93. A list of participating institutions is appended. (HB)

ED220226 RC013526

Chevalier, Zelda W.; And Others.

Responsive Evaluation of an Indian Heritage Studies Program: Analyzing Boundary Definition in a Suburban School Context.

Pub Date 22 Mar 82

Note-94p.; Paper presented at the Annual American Educational Research Association Meeting (New York City, NY, March 22, 1982).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-American Indian Culture; *American Indian Education; *Cultural Awareness; Cultural Background; Ethnic Stereotypes; *Interaction Process Analysis; Intergroup Relations; *Parent Participation; Parent Teacher Cooperation; *Teacher Participation; *Urban American Indians

This paper reports on a pilot project in curriculum integration, funded by the Ethnic Heritage Studies Program, and is intended to explore ways of coordinating public school instruction with Indian heritage education. Classroom teachers in a suburban school district participated in six workshops with Indian parents, students, and heritage instructors in area Title IVA and Title VII programs. Contact theory was used to design a series of structured, cooperative activities. These included: goal-setting for multi-cultural education, evaluating instructional resources, integrating content areas, training in cooperative learning strategies, and improving home-school communications through critical incident scenarios. Consultants presenting included traditionalist elders. Workshop activities are described and demonstrated, and results to date from responsive evaluation interviews are reported. It is proposed that the workshop design may have applications elsewhere, particularly in urban and suburban districts with Title IVA or other heritage programs. (AUTHOR)

ED220356   SO014139

Murray, Irena, Comp.

China: A Guide to Reference Sources.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date 82

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies; *Area Studies; Atlases; Biographies; *Chinese Culture; Dictionaries; Encyclopedias; Guides; Higher Education; Library Collections; Maps; *Reference Materials

Identifiers-*China

The purpose of this guide is to introduce students and researchers to reference resources in the McGill University Library of Montreal, Canada. The guide deals with the language, history, literature, and civilization of China. Listed are encyclopedias and handbooks; biographical sources; atlases, gazetteers, and maps; dictionaries; and bibliographies. The type of information provided for each entry includes title, author, publisher, publication date, annotation, and call number. (RM)

ED220546 UD022453

Dabney, Norma; Davis, Ave

An Ethnographic Description of a Successful Innercity School and Its Community. Final Report.

Pennsylvania Univ., Philadelphia. Graduate School of Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jun 82
Grant-NIE-G-78-0228
Note-236p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Academic Achievement; *Administrator Characteristics; Blacks; Classroom Environment; Community Attitudes; Community Characteristics; Disadvantaged Youth; Elementary Education; Equal Education; Ethnography; *Inner City; *Institutional Characteristics; Language Arts; Parent Attitudes; Parent Participation; Reading Instruction; School Community Relationship; *School Effectiveness; *Teacher Effectiveness

This is an ethnographic report on a poor, black-populated, inner city school that is considered effective in an environment where others are failing. The study sought to provide a qualitative account that would allow identifying what factors make for school success. Positive community perceptions of the school and data on student achievement served as indicators of school effectiveness. The study involved interviews and detailed observations to describe the community, community/parent cooperation, school history, administration, personal interactions, and school/classroom activities. Special focus was directed at observing classes of high and of low achievers handled by Mrs. Gray, a teacher who was considered extremely effective, and whose high achieving pupils had demonstrated writing test scores that were equivalent to scores of comparable pupils in one of the richest communities in the United States. From the study, some factors believed to influence school success were identified: strong leadership; high expectations; emphasis on reading, writing, phonics, and spelling; careful evaluation; and parent involvement. It was suggested that Mrs. Gray's effectiveness as a teacher was due to her strong leadership; organizational and monitoring skills; ability to make students aware of lesson objectives; use of positive reinforcement; and democratic classroom practices. (Author/MJL)

ED220565 UD022511

Early Childhood Education Program--Grades 5-9, FY '81. Elementary and Secondary Education Act, Title I. Evaluation Report, 1980-81.

Baltimore City Public Schools, Md.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.
Pub Date Jan 82
Note-81p.; Cover Title: ESEA Title I, FY '81. A publication of the Office of Testing and Evaluation. For related documents see ED 178 467 and UD 022 510.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; Language Arts; Mathematics; Parent Participation; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; Reading Skills
Identifiers-Baltimore City Public Schools MD; Elementary Secondary Education Act Title I

Evaluation results of 1981 compensatory education programs for fifth through ninth graders in Baltimore, Maryland public and private schools are presented in this report. The program provided compensatory mathematics, reading, and language arts instruction for educationally disadvantaged students, and made available supportive guidance and health services. The information is presented in detailed tables showing the distribution of program participants by grade, type of school, subject, support services, and racial/ethnic groups; types of parent participation; number of staff involved; program objectives and the degree to which objectives were attained as indicated by student achievement scores; and extent and types of health services rendered. There were no fifth and sixth grade participants in public schools. Evaluation results indicate that private school program participants performed best in language arts, and that reading objectives were attained by the fewest grades in both public and private schools. (MJL)

ED220265 SE038250

Mowery, Donald R.; Wolf, Lawrence J.

Science and Engineering Technician Curriculum Development Project. Final Report.

Saint Louis Community Coll. at Florissant Valley, Mo.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 79
Grant-GZ-3378; HES-74-22264; SED-77-17935
Note-64p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Science; *Curriculum Development; Curriculum Evaluation; *Engineering; *Engineering Education; Higher Education; Physical Sciences; Program Evaluation; Science Curriculum; Science Education; *Study Guides; *Technical Education; Technical Mathematics
Identifiers-Science Education Research

Project SET (Science and Engineering for Technicians) developed a series of study guides designed to teach generic science and engineering skills to students interested in becoming technicians. An entire 2-year curriculum is encompassed by these guides, geared for 2-year college students. Described in this final report are the project's rationale, goals, and activities (curriculum design and trial implementation), study guide production, dissemination activities, and evaluation activities. Appendices include Advisory Committee list, Cooperating Colleges list, SET Study Guide Contents, and Summary Evaluation Findings/Recommendations by Karen C. Cohen. Topics of study guide lists include algebraic/trigonometric equations; analog/digital electronics; chemical science/technology; computer/calculator techniques; calculus; electronic components, transducers, and basic circuits; functions, analytic geometry, and statistics; electronic instrumentation, materials/fabrication methods; writing organization/expression; physics of electromagnetic optical and solid state systems; physics of mechanical gaseous/fluid systems; and science/engineering graphics. Instruments used and complete results of pre- and post-surveys of teachers and students are provided in the summary evaluation appendix. Results indicate that although the study guides were well received there was no indication that they can be used in self-study or stand-alone fashion. (Author/JN)

ED220304 SE039066

Bussey, Margery Koo

Describing People - USMES Teacher Resource Book. Fifth Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-006-8

Pub Date 76

Grant-SED-69-01071

Note-181p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; *Identification; Individual Characteristics; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Physical Characteristics; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to determine the best information to use to quickly and easily identify an individual. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of describing people problems, and a hypothetical account of fourth-grade class activities. Section III provides documented events of actual class activities from grades 1/2 and 3. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with describing people activities. (JN)

ED220439 SP020816

Corroll, Victor A.

The Physical Fitness Objective in Physical Education. A Supplement to the K-12 Physical Education Curriculum Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.

Report No-ISBN-0-86497-045-5

Pub Date 81

Note-28p.; For related documents, see SP 020 817-822.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Objectives; Elementary Secondary Education; *Exercise Physiology; Foreign Countries; Physical Activity Level; *Physical Education; *Physical Fitness; *Psychomotor Skills; *Student Evaluation; Testing

This supplement to the "K-12 Physical Education Curriculum Guide," developed by the Department of Education in Manitoba, Canada is composed of four sections. The first section briefly discusses the concept of physical fitness and the purposes and objectives of a physical education program directed toward developing physical well being. The physiological principles and foundations of physical fitness are outlined in the second section. The third section deals with testing and evaluating students for physical fitness and skill. The final section lists information sources, references, resource packages, and teaching aids. (JD)

ED220481 TM820489

Criteria for Evaluating Instructional Textbooks in Occupational Education.
New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date 82
Note-84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Education; *Check Lists; *Evaluation Criteria; Job Training; Occupations; *Readability Formulas; Secondary Education; *Textbook Evaluation; Textbook Selection; Textbook Standards; *Vocational Education

A checklist of criteria for evaluating textbooks in occupational education is presented, providing a rapid and effective way for instructors to assess occupational textbooks. The checklist encourages occupational education instructors and administrators to look at the qualities of textbooks that go beyond the subject content and readability levels of a textbook. The checklist suggests criteria that are needed for student comprehension of any text regardless of the occupation being taught. The appendices offer ways to determine what textbooks are available for use in occupational education content area courses and sample checklists and responses. (PN)

ED220503 TM820516

Hartman-Haas, Hope J.; Brandao, Delores L.

Local Basic Skills Review: The Aligned Curriculum & Instructional Time.

Newark Board of Education, NJ. Office of Research, Evaluation and Testing.

Report No-ORET-4
Pub Date Jan 82
Note-57p.
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement; *Administrator Attitudes; *Basic Skills; Elementary Education; Mathematics Achievement; Minimum Competency Testing; *Parent Attitudes; Participant Satisfaction; *Program Evaluation; Reading Achievement; *Teacher Attitudes; Time Factors (Learning)

Identifiers-*Newark School System NJ

Parents, teachers and administrators examined the Basic Skills Program in the Newark School District. The study was designed: (1) to determine the relative satisfaction with components of the reading and math aligned curricula and instructional time, (2) to determine the relationship between satisfaction with these variables and achievement, and (3) to generate recommendations and plans for program improvement. Data from 45 elementary schools were analyzed. Satisfaction ratios indicated that instructional time was the least satisfactory of the variables at both high- and low-achieving schools. Results of a discriminant analysis showed that there is a significant difference between high- and low-achieving schools in their perception of reading assessment (including diagnosis and prescription). High-achieving schools were significantly more satisfied with assessment in their reading program than were low-achieving schools. None of the variables successfully differentiated between high- and low-achieving schools in math. Recommendations for program improvement were derived from statistical analyses of school-aggregated satisfaction ratings and from individual school program review team recommendations. (Author/BW)

Kaungamno, E. E.
The Book Industry in Tanzania. Occasional Paper No. 15.
Tanzania Library Service, Dar es Salaam.
Pub Date 7 Mar 80
Note-50p.; Working Paper presented at the Meeting on the Place and Role of Cultural Industries in the Cultural Development of Societies (Montreal, Canada, June 9-13, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Books; Check Lists; Copyrights; Exports; Foreign Countries; Government Role; Library Services; Mass Media; National Programs; *Newspapers; *Periodicals; *Productivity; *Publishing Industry
Identifiers-Africa; Imports; National Bibliographies; *Tanzania

This comprehensive treatment of the state of the publishing industry in Tanzania provides a general description of the book trade in Africa, including discussions of the types of publishers active in Africa and of the recording of African publishing output, and a review of publishing activities in Tanzania, which covers the history of Tanzanian publishing, commercial publishers in the country, the types of books published by the Tanzanian Ministry of National Education, printing operations sponsored by the Tanzanian government, the Tanzanian mass media, the import and export of books by Tanzania, book distribution in the country, Tanzanian library services, the Tanzanian Copyright Act of 1966, and the role of the Tanzanian Book Development Council. A list of Tanzanian newspapers and magazines in publication during 1979, tables listing statistics on book production in Tanzania from 1972 to 1975, a list of Tanzanian printers and publishers active in 1974-1975, a brief study of book prices in Dar Es Salaam bookshops, and a 27-item reference list accompany the text. (JL)

ED220145 JC820399

Needham, Roberta Lee

Patrick Henry Community College Community Needs Assessment: Comprehensive Report.

North Carolina Univ., Greensboro.; Patrick Henry Community Coll., Martinsville, VA.

Pub Date Jul 82

Note-82p.; Funded under Title III of the Higher Education Act of 1965.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Planning; College Role; *Community Attitudes; Community Colleges; Community Surveys; Educational Attitudes; *Educational Demand; *Educational Needs; Employer Attitudes; *Institutional Evaluation; Needs Assessment; Participant Satisfaction; Questionnaires; Student Attitudes; Teacher Attitudes; Two Year Colleges

An impact study/needs assessment of the Patrick Henry Community College (PHCC) service area was conducted as the informational base for PHCC's 3-year plan. Five groups were surveyed to gather demographic data and information on educational needs: 295 randomly selected citizens, 71 selected employers, 14 selected social service agency leaders, 40 educators, and 140 students from selected classes. The study revealed: (1) all five groups gave PHCC high marks in achieving its mission and serving the community; (2) citizens saw PHCC more as a college preparing students for jobs than for transfer to a 4-year institution; (3) 26% of the citizens epxressed an interest in taking a course at PHCC; (4) social service agency leaders saw PHCC as fulfilling the functions of a comprehensive community college and felt it should expand evening and off-campus offerings; (5) employers gave high ratings to PHCC graduates' job performance, and almost half indicated that there were no specific kinds of training that PHCC could offer to benefit current employees; (6) 68% of the educators rated PHCC's occupational training program as good or excellent; and (7) in general, occupational students rated all specified educational outcomes more highly than did transfer students. The report includes study recommendations, the survey instruments, and summary and detailed analyses for each respondent group. Appendices provide data tables and an explanation of study methodology. (HB)

ED220246 RC013557

Caruso, Virginia M.

Eastern District - American Alliance Health, Physical Education, Recreation, Dance. Part I: Outdoor Programmatic Considerations for Young Children.

Pub Date 13 Mar 82

Note-9p.; Paper presented at the Spring Conference for the Eastern District Association for the American Alliance of Health, Physical Education, Recreation and Dance (Columbus, OH, March 13, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Early Childhood Education; *Environmental Influences; Experiential Learning; *Outdoor Activities; *Outdoor Education; *Preschool Children; Recreation; Skill Development; *Teaching Methods

Focusing on outdoor education and recreation for the young child (ages 3 to 5), the paper addresses the meaning of outdoor activities, their attractiveness for young children, preschool and outdoor activities used at St. Andrew's in Columbus, Ohio, and characteristics of young children. Outdoor activities are defined as all pursuits that provide an inherently meaningful human experience that relates directly to a particular outdoor environment, i.e. air, wind, woods, lakes, snow, etc. Reasons for the outdoor environment's attractiveness and appropriateness for learning with 3 to 5 year olds include: providing a new, innovative, practical setting which incorporates an element of excitement or adventure; making it possible for children to be totally immersed in the environment; and allowing adaptation to service individual needs. Teaching techniques to use with young children include: developing a safe program (two rules are: stay in designated area and ask before touching); providing an important programmatic factor--flexibility; using a multi-sensory approach in teaching outdoor activities; engaging adult interaction with children; using positive reinforcement; and using pre-reading experiences when teaching activities. (ERB)

ED220320 SE039082

Agro, Sally; Sampson, Sue Scott

Soft Drink Design - USMES Teacher Resource Book. Fourth Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-022-x
Pub Date 77
Grant-SED-69-01071
Note-197p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Merchandising; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

Inventing a new soft drink that is popular and can be produced at low cost is the challenge of this Unified Sciences and Mathematics for Elementary Schools (USMES) unit. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections.

Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of the problems, and a hypothetical account of primary-level class activities. Section III provides documented events of actual class activities from grades 2, 5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220336 SE039098

Preparing People for USMES. An Implementation Resource Book.

Education Development Center, Inc., Newton, Mass.; Unified Science and
Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Jun 75
Note-80p.; For related documents see SE 039 060-097 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and
Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH
43212 ($3.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Mathematics;
*Elementary School Science; Interdisciplinary Approach; Language Arts;
Mathematics Education; *Problem Solving; Process Education; Program
Descriptions; *Program Implementation; *Resource Materials; Science
Course Improvement Projects; Science Education; Social Studies;
*Unified Studies Curriculum; Workshops
Identifiers-National Science Foundation; *Unified Science Mathematics
for Elementary Schools

This volume is divided into three sections, each focusing on an activity associated with dissemination and implementation programs for the Unified Sciences and Mathematics for Elementary Schools (USMES). Section I focuses on techniques for conducting USMES informational meetings to introduce administrators/teachers/parents to USMES. It is designed to provide them with information they need to decide whether they want to involve themselves and their students in the program. Section II describes in detail strategies for conducting USMES workshops for teachers. These workshops provide teachers with experiences they need to successfully work on USMES units with their students. Section III deals with methods of training Design Lab managers. The training session gives paraprofessionals, parent volunteers, and high school or college students the background they need to work in Design Labs with students and teachers as they design and construct the things they need to carry out work on USMES challenges. The first section is preceeded by a short discussion of ways USMES differs from other curricula, emphasizing what is unique about the program and providing a focus for the sections that follow. (Author/JN)

ED220357 SO014140

Womack, Sid T.; King, O. Ray

A Case for Citizenship Education in the Early Years.

Pub Date 3 Mar 82

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Citizenship Education; Educational Research; Elementary Secondary Education; *School Role; Social Values; Student Attitudes; Values Education

The role that public schools should play in citizenship education is addressed. Two questions are: (1) Should public schools provide citizenship education in the early years for all age groups? and (2) Should schools teach citizenship as an integrated set of values, not as an isolated affect toward country? The task of citizenship education as defined in the study is to teach favorable attitudes toward eight societal components: country, state, neighborhood, voluntary membership organizations, religious organizations, school, home, and self. The sample for the study was 469 randomly selected students from Southeast Texas. A questionnaire was administered to 169 5th graders, 159 8th graders, and 141 11th graders. It sought to measure their values toward the eight societal components. Results showed that, quantitatively speaking, values to societal components were as high, or higher, at the 5th grade, as they were at the 8th or 11th grade. The fact that students' values appear to have been assimilated by the 5th grade makes a strong case for teaching citizenship education in the early grades. From a statistical standpoint, a values "slump" did exist at the 8th grade in reference to five of the components. Not only does citizenship education need to be taught at an early age, it needs to be maintained at a consistently high level throughout public school. The results also showed a high degree of interrelatedness for most of the components. (RM)

ED220377 SO014230

Life in Canada Today. Social Studies Interim Grade Guide for Grade Five.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-036-6
Pub Date 81
Note-69p.; For related documents, see SO 014 224-232.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Area Studies; Comparative Education; Elementary Education; Government (Administrative Body); Government Role; Grade 5; Locational Skills (Social Studies); Maps; Natural Resources; *Physical Environment; *Political Divisions (Geographic); *Quality of Life; *Social Studies; Units of Study; World Geography
Identifiers-British Columbia; *Canada; Ontario; Quebec

The social studies curriculum for grade 5 in Manitoba, Canada, is presented. A purpose of the program is to introduce students to some aspects of Canadian life today. Students examine their relationship to the environment and society. Emphasis is on helping students understand what their own area is like, how it is related to other areas of Canada, and how it is governed. The units include: Canada Today: A Physical and Political Overview; the Prairies; the North; British Columbia; Ontario; Quebec; and Atlantic Canada. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. For example, in Unit I under the topic of Canada's physical features, climate, and vegetation, the question is asked, What are Canada's major topographical, climatic, and vegetation features and how are they interrelated? Students view pictures and films of Canadian scenes and read books. Activities involve students in map work, including quizzes based on the map, modelling a physical relief map, and constructing a precipitation This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

ED220397 SO014262

Extremist Groups in the United States: A Curriculum Guide.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Report No-ISBN-0-88464-034-5

Pub Date 82

Note-330p.; Not available in paper copy due to colored pages throughout original document. Some pages are marginally legible.

Available from-Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017 ($10.00 plus $1.50 handling).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bias; Curriculum Guides; Democracy; Ethnic Bias; High Schools; Learning Activities; Nazism; Primary Sources; *Racial Bias; *Social Bias; Social Discrimination; *Social Studies; Totalitarianism; United States Government (Course); Units of Study

Identifiers-*Extremism; Ku Klux Klan; Terrorism

Units of study dealing with extremist groups of the right and left for use in high school social studies courses are presented. Extremist groups have two important characteristics in common. First, they have a deeply rooted animus toward democracy and our pluralistic culture. Second, they have a desire to impose their own doctrines on the rest of the populace. By exposing the extremist fringe for what it is, we can help young people understand the dangers inherent in the radical extremists. There are 14 units organized into three major parts: (1) bigotry and violence of the hate groups of the extreme right; (2) anti-Americanism and totalitarianism of the Marxist-Leninist groups of the extreme left; and (3) ways in which a democratic society can deal with these extremist groups. Each of the units contains the following information: student aim, instructional objectives, teaching methods, learning activities, and readings. Students are involved in many different kinds of activities. For example, they read and discuss quotations which illustrate the racist ideas of the hate groups; they read and view films about the Ku Klux Klan's attempt to recruit young people; and they read about, discuss, and analyze the use of terrorism by the American left as well as the international nature of leftist terrorism. (RM)

ED220417 SP020483

Teacher Plan Book. Management for Effective Teaching.
Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date [82]
Note-77p.; For related documents, see SP 020 474-491.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Development; Classroom Techniques; County School Districts; Developmental Stages; Educational Objectives; Elementary Education; Inservice Teacher Education; Language Arts; *Lesson Plans; *Long Range Planning; Parent Teacher Conferences; Pilot Projects; *Record Keeping; Resource Units; *Scheduling
Identifiers-*Project MET

Project MET (Management for Effective Teaching) is a pilot project that provides effective, practical ways of managing the Fairfax County (Virginia) Public School system's instructional Program of Studies (POS) for elementary school students. This planning booklet is a part of the support kit that is used by teachers as an aid to implementing objectives stated in the POS. The booklet contains: (1) school calendar; (2) map of Fairfax County Public School services; (3) planning reminders for the first month of school; (4) notes form; (5) teacher's daily schedule form; (6) student information form; (7) telephone conference form; (8) grid sheets; (9) workbook record sheet; (10) form for learning center participants; (11) long range planning form; (12) 9-week planning forms; (13) weekly lesson plan forms; (14) daily planning forms; and (15) conference forms. Also included is an outline of children's developmental stages (from the age of 3 through 13), objectives for language arts instruction for kindergarten children, and reading POS objectives for the kindergarten through sixth grades. (JD)

ED220460 SP020885

Purcell, Thomas D.; Seiferth, Berniece B.

Student Teacher Educational Values: Changes Resulting from Student Teaching.

Pub Date [81]

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change; Classroom Environment; *Educational Attitudes; Field Experience Programs; Higher Education; Lesson Plans; *Preservice Teacher Education; Relevance (Education); Sex Differences; *Student Teachers; *Teacher Attitudes; Teacher Behavior; Teacher Role; *Teaching Experience; Teaching Skills; Values Clarification

A 21-item questionnaire was used to examine the attitudes of 120 student teachers before and after their field experiences. Topics covered included teaching methods, teacher-student relationships, and lesson preparation. Mean difference scores were examined from the viewpoint of student teachers' sex, type of class taught (elementary, secondary, or special), and subject area. When the scores were compared for sex, it was apparent that men tended to value authoritarianism more after student teaching, while women's attitudes tended to remain unchanged or to be reduced toward favoring authoritarianism. Both men's and women's reliance on lesson preparation reduced during the student teaching. The type of class taught did not seem to influence changes in the student teachers' values. Due to the relatively small number of student teachers in each subject area, specific differences across subject groups were not interpreted. The investigation showed that student teachers valued traditional educational principles and practices less after the student teaching experience. (FG)

ED220526 TM820548

Ramirez, Maria P.

Assessment of Academic Self-Concept in College Students: Validation of a Scale for the Spanish Language.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Anxiety; Grade Point Average; *Higher Education; Measures (Individuals); *Self Concept; *Self Concept Measures; *Spanish Speaking; Test Construction; *Test Validity

Identifiers-*Academic Self Concept Scale; Puerto Rico

The translation and adaptation for a Spanish speaking college population of the Academic Self-Concept Scale (ASCS) developed by Reynolds et al. (1980) was studied to report the initial validation results. A total of 485 students in five different colleges in Puerto Rico responded to items in this scale. In addition, information on the academic progress (grade point average), general self-concept, and anxiety levels of the students was obtained. An internal consistency reliability estimate of .94 was obtained for the ASCS-S in this study. Significant positive correlations were obtained between scores on the ASCS-S and grade point average, and general self-concept. These and other data lend support to the reliability and validity of the ASCS-S as a measure of academic self-concept. (Author/PN)

ED220107 IR010328

Excerpts from New York State Education Law, Rules of the Board of Regents, and Regulations of the Commissioner of Education Pertaining to Public and Free Association Libraries, Library Systems, Trustees, and Librarians.

New York State Education Dept., Albany. Div. of Library Development.
Pub Date Dec 81
Note-82p.; For related document, see ED 188 628.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Legislation; *Governing Boards; Librarians; *Library Networks; *Public Libraries; *State Legislation
Identifiers-*New York; *Rules and Regulations

Included in this compilation are all changes in New York State Education Law enacted through the December 1981 legislative session, and all changes in the New York State Board of Regents Rules and the Education Commissioner's Regulations through December 1981, which pertain to the administration and operation of public and association libraries in support of educational activities in New York State. The excerpts are arranged by New York law, rule, and regulation number. A list of other state laws pertaining to library incorporation, administration, and operation accompanies the excerpts. (Author/JL)

ED220206 PS013019

Crowhurst, Christine Marie, Comp.; Kumer, Bonnie Lee, Comp.

Infant Feeding: An Annotated Bibliography.

Ryerson Polytechnical Inst., Toronto, (Ontario). Nutrition Information Service.

Report No-ISBN-0-919351-06-9

Pub Date 82

Note-155p.

Available from-Library Publishing Office, Ryerson Polytechnical Institute, 50 Gould Street, Toronto, Ontario, Canada M5B 1E8 ($8.95; $8.00 pre-paid orders; write for quantity discount).

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies; Audiovisual Aids; Developed Nations; Developing Nations; *Infants; *Nutrition; Premature Infants; *Resource Materials

Identifiers-Birth Weight; *Breastfeeding; *Infant Feeding; Infant Formula; Recipes (Food)

Intended for parents, health professionals and allied health workers, and others involved in caring for infants and young children, this annotated bibliography brings together in one selective listing a review of over 700 current publications related to infant feeding. Reflecting current knowledge in infant feeding, the bibliography has as its goal the increase in awareness of and access to information available on infant feeding practices, breast feeding, and normal infant nutrition. Selection of items included is based on two main concepts: definition of infancy as the first year of life and identification of parameters constituting nutrition of the normal healthy infant. Additional subject areas are covered, including infant feeding in developing countries and nutrition of the preterm and low-birthweight infant. With the exception of a few items, all materials have been published since 1977. Items developed prior to 1977 are included only if they accurately reflect current theory and practice. Materials listed reflect a variety of formats, including books, pamphlets, periodical articles, and audiovisual presentations. Entries are categorized into sections according to content, and, excepting periodical articles and audiovisual materials, cost and ordering information are provided. (Author/RH)

ED220227 RC013527

Luftig, Richard L.

The Effects of Schooling on the Self-Concept of Native American Students.

Pub Date 19 Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association, (New York City, NY., March 19-23, 1982). Paper copy not available due to author's choice.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indian Culture; *American Indians; Anglo Americans; Behavior Patterns; Biculturalism; Counselor Client Relationship; *Counselor Role; Counselor Teacher Cooperation; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Peer Groups; Peer Relationship; *Psychoeducational Methods; *Self Concept; *Student School Relationship; Student Teacher Relationship; Values

Research indicates Native American children view themselves more negatively than their Anglo counterparts and many self-concept enhancement techniques attempted with Indian pupils fail because they have been predicated on Anglo behavior patterns such as self-praise, teacher praise, popularity, and self-pride programs or competition, personal property, and verbalism, which are in direct conflict with the Indian value system of cooperation, shared property, and reticence. The paper consolidates relevant literature which deals with schooling and self-concept functioning of American Indian students and identifies independent variables and their effects which have been utilized on self-concept functioning. An educational/psychological model is proposed which calls for interface between student, teacher, and educational system and which allows Indian pupils to enhance their self-concepts by successfully interacting biculturally with Anglo and Indian societies. Finally, new directions are suggested for the school counselor to take in helping create and implement educational programs designed to facilitate positive self-concept development and maintenance of Native American pupils. Suggestions include: indepth counseling with the student; helping the student form appropriate self-comparison groups; placement of more than one Native American student in the classroom; and counselors who, if not Native American, understand the Native American culture thoroughly. (Author/AH)

ED220482 TM820490

Alternative Testing Techniques for Pupils with Handicapping Conditions.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Pub Date Mar 82
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Boards of Education; Elementary Secondary Education; *Emotional Disturbances; Evaluation Methods; Individualized Education Programs; *Measurement Techniques; Parent Participation; *Physical Disabilities; Principals; State Programs; Student Evaluation; Teachers; *Test Format; Testing Problems; *Testing Programs
Identifiers-New York State Education Department

This manual provides information concerning the appropriate use of alternative testing techniques when pupils with handicapping conditions participate in statewide testing programs. It is written for parents and professionals involved in the education of pupils with handicapping conditions, and is to be used as a resource by members of Committees on the Handicapped, Boards of Education and school principals who have the responsibility for authorizing the use of alternative testing techniques for pupils during statewide testing programs. The first section of the manual discusses the purposes of the statewide testing programs and the eligibility of pupils to have alternative testing techniques used. The second section describes the kinds of alternative testing techniques which have been approved by the Board of Regents and the appropriate circumstances for their use. The third section deals with the ordering, administration and scoring of test materials for pupils with handicapping conditions. The final section suggests roles and responsibilities for those individuals who are involved in planning and implementing educational programs and evaluations for students using alternative measures. (Author/PN)

ED220064 HE015423

Degrees Conferred by Connecticut Institutions of Higher Education, 1980-81. RHE Reports, R-1-82.

Connecticut State Board of Higher Education, Hartford.
Pub Date Apr 82
Note-16p.; Not available in paper copy due to small print.
Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Associate Degrees; *Bachelors Degrees; College Graduates; *Degrees (Academic); *Doctoral Degrees; *Enrollment Trends; Females; Higher Education; Intellectual Disciplines; Majors (Students); Males; *Masters Degrees; Minority Groups; Professional Education; State Colleges, State Surveys; Trend Analysis; Two Year Colleges
Identifiers-*Connecticut

Data on degrees conferred by Connecticut institutions of higher education for the academic year 1980-1981 are examined. After rising steadily through 1973-1974, the number of degrees conferred stabilized between 26,000 and 27,000; 26,939 degrees were conferred by Connecticut institutions of higher education in 1980-1981. The total number of degrees conferred in 1980-1981 was up from the previous year in all types of institutions except the state colleges, while the number of certificates (339) and associates degrees awarded (5,403) remained stable. The number of bachelors degrees conferred (13,489) increased for the second consecutive year. The peak year was 1974-1975 (14,452). The decline in degrees conferred in education continued, as did growth in awards in business and management. At the master's level, the number of awards rose slightly in 1980-1981 (6,429), the first increase since the peak in 1975-1976 (6,759). Minority students received 5.6 percent of all awards in 1980-1981, increasing from 5.2 percent in 1978-1979. Women received 52.5 percent of all awards in 1980-1981, increasing from 51.6 percent 1 year earlier. In 1980-1981 women received over half the awards at all levels below the doctorate, 34.2 percent of all doctorates, and 33.7 percent of all first-professional degrees. Data are provided for the specific degrees in 1980-1981 by institutions as well as by sector, and trend data on degrees for 1971-1972 to 1980-1981 and degree data by discipline are also included. (SW)

ED220127 JC820354

Quint, Louis

Statewide Longitudinal Study: Implications for Counseling, Guidance and Student Placement.

Pub Date 1 Apr 82

Note-22p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917). For other papers in the review series, see JC 820 347-356.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges; *Counseling Services; *Counselor Role; Counselor Training; Curriculum Development; Inservice Education; School Holding Power; Student Characteristics; *Student Needs;

*Student Personnel Services; Two Year Colleges; *Two Year College Students; Vocational Education

Identifiers-*California; *Statewide Longitudinal Study CA

Findings from California's Statewide Longitudinal Study (SLS) of community college students are reviewed in terms of their implications for student personnel services. Following a background discussion of counselor functions and training and an overview of current concerns in counseling, guidance, and student placement, the paper examines the inferences of the SLS data and makes recommendations with respect to eight issues. These are: (1) student attrition and retention; (2) differentiated counseling programs for day and evening students; (3) the costs and benefits of student assessment programs; (4) student employment and job placement assistance; (5) in-service education to help academically oriented counselors serve vocationally oriented students; (6) the contributions of the SLS's prototype system for classifying students in a useful manner; (7) the effectiveness of the SLS's sampling techniques, and (8) the improvement of vocational curricula through, for example, different day and evening programs and short-term, skill-oriented courses. Finally, 12 summary recommendations are presented, covering counselor credentialing; further use of student prototype information; methods of computing average daily attendance; open-entry/open-exit courses; fee charges for leisure courses; short-term vocational curricula; different day/evening curricula; and the development of research, articulation, and in-service education models. (KL)

ED220165 JC820424

Bragg, Ann Kieffer

Fall 1979 Transfer Study. Report 2: First Year Persistence and Achievement.

Illinois Community Coll. Board, Springfield.

Pub Date Aug 82

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Academic Persistence; Associate Degrees; College Credits; Colleges; *College Transfer Students; Community Colleges; Degrees (Academic); Educational Trends; Grade Point Average; Postsecondary Education; State Surveys; Universities

Identifiers-*Illinois

As part of a 5-year follow-up of students who transferred from Illinois 2-year colleges to Illinois senior institutions in fall 1979, a study was conducted to analyze the persistence and achievement rates of 10,016 students during their first year after transfer. The study revealed that: (1) the spring 1980 term was completed by 83% of the Associate in Arts/Associate in Science (AA/AS) students, 73% of the Associate in Applied Science (AAS) graduates, and 77% of the students without a degree; (2) the overall attrition rate after 1 year was 21%; (3) AA/AS degree students earned an average of 62.9 credits at the 2-year college and had an average of 61.4 credits accepted by the senior college, while for AAS students these figures were 68.6 and 56.0, respectively, and for students without a degree, the figures were 38.3 and 43.2, respectively, indicating that non-degreed students attended more than one institution before transferring; (4) AA/AS students earned slightly more credits than non-degreed students at the senior college, with AAS graduates earning the lowest average credits; (5) for all three groups, grade point averages (GPAs) declined in the first term after transfer and rose in the second term, though not to pre-transfer levels; and (7) a higher proportion of students with low grades appeared to discontinue enrollment. The study report compares findings with previous studies conducted in 1967 and 1974 and discusses the study's implications for 2-year college education in Illinois. (HB)

ED220185 PS012975

Espinoza, Renato; And Others

Family and Community Studies (FACS) Fourth Interim Report, Phase I and Activities and Timelines for Phase II.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Contract No-400-80-0107-Mod. 2

Note-98p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Anglo Americans; Blacks; Comparative Analysis; *Employed Women; *Ethnic Groups; *Family Characteristics; Family Income; *Family Relationship; Interviews; Measures (Individuals); Mexican Americans; *Mothers; Research Design

Identifiers-Qualitative Analysis; Quantitative Analysis

Discussed in this paper is a preliminary analysis of findings from data gathered during the first phase of a research project exploring the processes whereby the nature of the mother's occupation affects her family life, especially (1) her partnership in decisions about housework, child care and education and (2) the negotiation of the allocation of those responsibilities among family members. Following description of the project's procedures and the actual sample of 15 families studied, preliminary findings are presented in two sections. The first section outlines sample characteristics, using mostly the quantitative information available at this phase, while the second section summarizes the qualitative data generated by interviews with families. The report concludes with a revised research plan for the second phase of the project. Forms of interview schedules and coding categories are appended along with a description of the scales used to measure the subjects' work and family environments. (MP)

ED220286 SE038811

Chapline, Elaine B.; And Others

Teacher Education and Mathematics Project. Final Report 1979-1980.

City Univ. of New York, Flushing, N.Y. Queens Coll.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date [80]

Grant-G-007801146

Note-107p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Research; *Elementary School Teachers; Higher Education; *Mathematics Anxiety; *Mathematics Education; Mathematics Instruction; Pilot Projects; *Preservice Teacher Education; Program Descriptions; *Sex Bias; Teacher Education; Undergraduate Study

Identifiers-*Mathematics Education Research; *Teacher Education and Mathematics Project

This document provides details about the Teacher Education and Mathematics (TEAM) Project, which developed a model program and instructional materials that can be used to increase confidence and skills of students in undergraduate teacher education courses. TEAM materials and curriculum were specifically designed to: (1) reduce mathematics anxiety in teacher education students; (2) develop instructor skills in identifying sex bias in mathematics curriculum materials and teacher-pupil classroom interaction; and (3) increase teacher knowledge of mathematical concepts needed for elementary school instruction. The project concentrated on writing, field-testing, and evaluating instructional modules and assessment instruments to meet the goals stated above. Sections of this document cover: (1) Executive Summary; (2) Review of Year One Activities; (3) The TEAM curriculum; (4) Activities, Material Development and Revisions; (5) Evaluation; and (6) Implications for Future Research. The material notes that while several modules were identified as in some need of revision, the material overall was perceived as satisfactory by both faculty and students. (MP)

ED220504 TM820518

Crane, Laura R.; And Others

Measurement of Evaluation Utilization: Preliminary Results.

Pub Date Mar 82

Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Compensatory Education; Decision Making; Elementary Secondary Education; Factor Structure; *Information Utilization; *Models; *Program Evaluation; *Test Construction

Identifiers-*Elementary Secondary Education Act Title I; *Evaluation Utilization

Based on Leviton and Hughes' conceptualization of variable clusters that affect evaluation utilization, a procedure for measuring utilization potential was developed. Five clusters of variables are consistently related to utilization: relevance, credibility, communication, information processing, and user involvement and advocacy. The communication and information processing factors were combined for this study. To relate the four remaining factors to decision-making within the context of Title I programs, Title I decision areas were identified. They include fund allocation, program adoption or change, staffing, student selection, and test selection. The generation of items for the pilot instrument was a multistage process involving Title I Technical Assistance Centers across the country. From the several hundred items generated, a 65-item pilot instrument was developed and pilot tested. Maximum likelihood factor analysis using a subset of items revealed a set of correlated factors related to Leviton and Hughes' conceptualization. The exploratory factor analysis results were not confirmed on a second sample, but this may have been due to small sample sizes. This research indicates that the possibility of developing a scale to assess utilization potential is very real. (Author/BW)

ED220527　　　　　　　　　　TM820549

Baldwin, Lee; Medley, Donald M.

A Comparison of Analysis of Covariance to Within-Class Regression in the Analysis of Non-Equivalent Groups.

Pub Date Ma' 82

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Analysis of Covariance; Hypothesis Testing; *Matched Groups; *Quasiexperimental Design; Reading Achievement; *Regression (Statistics); Research Design; Statistical Analysis; *Statistical Significance; Statistical Studies

Identifiers-Monte Carlo Methods; *Within Class Regression

The purpose of this study was to compare the results of an analysis of covariance design to a method developed by the authors called within-class regression. Application of this statistical method can be to any quasiexperimental design with a large number of groups. A test of statistical significance to use with the within-class regression procedure was also developed using an analysis of variance model to estimate between- and within-groups components of variance. The two methods were compared using Monte Carlo data and reading achievement data. Achievement Development Scale scores from the California Achievement Tests were collected in grades two through six in May of 1978 and 1979. The results of the analysis under various conditions indicated that within-class regression is a less biased method of analysis, and that different conclusions concerning treatment effects may be reached depending on the method of analysis used. (Author/PN)

ED220547 UD022467

Cortes, Carlos E.

Multicultural Education: Preparing Young People for Life in an Integrated Nation and an Integrated World. Revised.

Pub Date 11 Jul 79
Note-12p.; Speech delivered at the Conference on "From Desegregated Schools to Integrated Education" (Milwaukee, WI, July 11, 1979).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education; Community Attitudes; *Community Involvement; *Cultural Awareness; Curriculum Development; Elementary Secondary Education; Ethnic Studies; Higher Education; Inservice Teacher Education; *Integrated Curriculum; Mass Media; *Multicultural Education; Racial Integration; School Business Relationship; *School Role; Social Influences; *Socialization

In an increasingly interdependent and culturally diverse world, the need for true integration of people and cultures demands that schools develop well-conceived multicultural approaches to education. Society provides multicultural education through a curriculum consisting of the socializing forces, including family, peers, neighborhoods, organizations, and the mass media. Unlike the societal curriculum, schools can plan how they will participate in the multicultural educational process. An effective multicultural education program must be integrated throughout the school curriculum, and ethnic studies and bilingual education must not be considered substitutes. Multicultural approaches and other educational/curricular reforms should be made mutually supportive. Inservice training programs should be available to increase multicultural awareness and improve the effectiveness of teachers and administrators. Finally, educators must solicit the involvement of parents, the community, and business in multiculturalizing the whole societal curriculum. (Author/MJL)

ED220266 SE038259

Giles, Thomas; Bell, Paul E.

Investigating Learning Mediators in the Planetarium Classroom.

Pub Date [82]
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Advance Organizers; Astronomy; Conventional Instruction; *Planetariums; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Secondary School Students; *Teaching Methods
Identifiers-Science Education Research

This study addressed problems of context organization and learning mediators in planetarium classrooms by testing a hypothesis that advance organizers and clustering singly and in combination would be more effective learning mediators than traditional planetarium instruction lacking these mediators. Subjects (N=832) received one of four treatments involving the same subject matter: (1) traditional lecture presentation; (2) instruction with clustering; (3) instruction with advance organizers provided by the planetarium teacher; and (4) instruction with clustering and with advance organizers provided by the planetarium teacher. Posttest results indicated that advance organizers and clustering applied singly improved results of instruction when compared with a traditional planetarium presentation not utilizing these mediators, suggesting their incorporation into planetarium presentations. (Author/SK)

ED220440 SP020817

Parker, Alan, Comp.

Low Organized Games. A Supplement to the K-12 Physical Education Curriculum Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-86497-042-0
Pub Date 81
Note-43p.; For related documents, see SP 020 816-822.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Athletics; *Class Activities; Elementary Secondary Education; Foreign Countries; *Games; *Physical Education; Play; *Psychomotor Objectives; Recreational Activities

This booklet was prepared to introduce a variety of low organized games and to relate them to a particular skill objective in the "K-12 Physical Education Curriculum Guide" developed by the Manitoba Department of Education. The games are designed to be used in the last 10 to 15 minutes of class time, after needed skills have been taught. Directions are provided for over 70 games for students in kindergarten through ninth grade. Curriculum emphasis and objectives are noted, and a chart shows suggested grade levels for each game. (JD)

ED220084 IR010297

Mwasha, A. Z.

Some Considerations for the Planning of Village Libraries in Tanzania. Occasional Paper No. 33.

Tanzania Library Service, Dar es Salaam.

Pub Date 76

Note-15p.; For related documents, see IR 010 288-294, IR 010 298-299, IR 010 306, and IR 010 308.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education; Adult Programs; Audiovisual Aids; *Developing Nations; Financial Support; Foreign Countries; Library Collections; Library Facilities; Library Material Selection; *Library Planning; *Library Role; Literacy; *Organizational Objectives; Personnel Needs; Publicity; Public Libraries; *Rural Development

Identifiers-*Tanzania

This essay reviews the major issues which must be addressed in the planning of village libraries to support development activities and adult education programs in the rural areas of Tanzania. The importance of the development of such libraries is discussed in light of the Tanzanian government's policies concerning the role of library services in national development. The individual aspects of planning for such libraries are then reviewed, including the formulation of library objectives, the construction of appropriate physical facilities, the selection of reading and audiovisual materials useful to the population served by the library, the effective staffing of the library, financial suoport for library services, and publicity for library programs. A 12-item reference list accompanies the text. (JL)

ED220108 IR010329

Expanding Literary Horizons for Children. A Training Manual for Elementary School Library Aides. Sections I-III and Library Coordinator's Edition.

Gadsden School District, Anthony, N. Mex.

Pub Date 81

Note-406p.; Photographs will not reproduce on microfiche.

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Academically Gifted; Audiovisual Aids; *Children; Childrens Literature; Disabilities; Elementary Education; Elementary School Students; Learning Resources Centers; Library Instruction; *Library Services; *Library Technicians; *Literature Appreciation; On the Job Training; Pretests Posttests; *School Libraries; Story Telling

Designed for use by school library coordinators to train library aides in the provision of library services to children, this manual concentrates on library use, children's literature, the teaching of reference skills, and meeting the special needs of special types of elementary school students (the academically gifted, the physically disabled, and the mentally handicapped) in the school media center. The manual is separated into three sections: (1) Library and Reference Knowledge, (2) Learning about Children and Books, and (3) Meeting the Special Needs of Children. The manual contains a suggested list of materials and audiovisual components which are to be assembled into a resource kit by the school library coordinator and used in conjunction with the study guide. Also accompanying the manual are a complete bibliography of resources required for the training program, tests (pre- and post-tests, and unit tests), assignment sheets, and answer keys. Specific topics covered during the training program include the use of the library catalog; Dewey Decimal classification; using encyclopedias, dictionaries, almanacs, atlases, and indexes; the reading needs of children; the history and nature of children's literature; and library services for special students. (Author/JL)

Wangen, Nancy Register; And Others

The Relationship of Receptivity to Change to Personal Characteristics and Organizational Perceptions of Teachers in Small Schools.

Pub Date Mar 82
Note-29p.; Paper presented to the American Educational Research Association (New York City, NY, March 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change; Decision Making; Declining Enrollment; Educational Innovation; Individual Power; *Organizational Climate; Perception; Principals; Secondary Education; Self Concept; *Self Esteem; Sex Differences; *Small Schools; Teacher Attitudes; *Teacher Characteristics
Identifiers-Innovators; *Receptivity to Change

The entire population of teachers (N=132) in 10 small schools (fewer than 350 students grades 7-12) and 17 other secondary teachers involved in innovative projects were surveyed by questionnaire to examine personal and organizational factors that might explain teachers' receptivity to change. Both groups responded to scales of receptivity to change, power, and personality, as well as to demographic items. Discriminant analysis showed innovators were more receptive, experimenting, professionally active, and had a higher sense of power. Multiple regression identified variables predictive of receptivity. Female or male teachers with high receptivity were experimenting, group-identified, relaxed, and trusting. They differed from innovators in their uncertainties about principal support and their power to influence school decision-making. Results suggested that it may be possible to manipulate personal and contextual variables associated with receptivity in order to encourage teachers to assume the risks of change. (Author/BRR)

ED220305 SE039067

Sampson, Sue Scott

Design Lab Design - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-008-4
Pub Date 77
Grant-SED-69-01071
Note-258p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Design; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; *Learning Activities; Mathematics Education; Noise (Sound); *Problem Solving; Process Education; Resource Materials; Safety; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find ways to improve or organize a Design Lab. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of problems, and a hypothetical account of fourth/fifth-grade class activities. Section III provides documented events of actual class activities from grades 2, 4, and 5. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with design activities. (JN)

ED220337 SE039100

Feshbach, Murray

The Soviet Union: Population Trends and Dilemmas.

Population Reference Bureau, Inc., Washington, D.C.
Pub Date Aug 82
Note-49p.
Available from-Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue N.W., Washington, D.C. 20036.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Birth Rate; Death; Foreign Countries; Labor Supply; Migration; *Population Distribution; Population Education; *Population Growth; *Population Trends; *Urbanization
Identifiers-*Mortality Rates; *USSR

Recent trends and differentials among the Soviet Union's 15 republics and major nationalities are reviewed, focusing on fertility, mortality and urbanization, the prospect for labor supplies and military manpower, emigration, and projected population growth to 2000. Estimated at 270 million as of mid-1982, the Soviet population is currently growing at 0.8% a year, down from 1.8% in the 1950s. In 1981, the leadership instituted limited measures, partially differentiated by region, designed to raise fertility among Russians in particular. Low fertility, combined with rising mortality, is expected to reduce the Russian share of the total population from 52% in 1979 to 47% in 2000 while the share of high-fertility Muslim groups rises from 17% to 21%. Virtually all the sharply reduced national labor force growth in 1980-95 will come from the high-fertility, non-Slavic regions, a problem complicated by Central Asian Muslims' reluctance to migrate to labor-short urban areas in their own and other republics. Most capital investment now goes to defense, agriculture and energy, leaving little room for increased investment in health-care delivery, which could reduce death rates, or in housing, which might help raise fertility. Additional information is provided, supported by data presented in figures and tables. (Author/JN)

ED220358 SO014144

Bangert, Robert L.; Kulik, James A.

Individualized Systems of Instruction: A Meta-Analysis of Findings in Secondary Schools.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.
Pub Date Mar 82
Grant-SED-79-20742
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Critical Thinking; Educational Research; *Individualized Instruction; Secondary Education; Self Concept; Student Attitudes; *Teaching Methods

Findings of studies which looked at the effectiveness of the individualized instruction teaching approach are synthesized. After a search of several computer databases and of bibliographies of reports, the researchers located a total of 51 usable studies. Each of these was published after 1955, was relevant to grades 6 through 12, had both control and treatment groups, and suffered from no major methodological flaws. Study outcomes were examined in four different areas: student achievement as measured on final course examinations; student achievement on examinations in critical thinking; favorability of student attitudes toward subject matter of a course; and student self-concept. Instead of a simple descriptive review, a meta-analytic technique was used to synthesize the findings. In this meta-analysis the outcomes of the studies were described in a quantified form, the studies were coded according to their significant features, and the quantified outcomes were related to the significant features of the studies. Results showed that individualized systems of secondary school teaching have not met the great hopes they once raised. Of the 49 studies reporting final exam scores, only 12 showed statistically significant differences due to teaching method and 4 of these were in favor of conventional teaching. Results for critical thinking, self-concept, and student attitudes were similarly negative. (RM)

ED220378 SO014231

Life in Canada's Past. Social Studies Interim Grade Guide for Grade Six.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-037-4
Pub Date 81
Note-52p.; For related documents, see SO 014 224-232.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indians; Comparative Education; Elementary Education; Grade 6; *History Instruction; Human Geography; *Land Settlement; *North American History; Physical Environment; Quality of Life; *Social History; *Social Studies; Units of Study
Identifiers-*Canada

The social studies curriculum for grade 6 in Manitoba, Canada, is presented. The objective of the guide is to introduce students to aspects of Canadian history. Students learn how people lived and interacted with others and with their physical environment. The units include: The First Inhabitants, The Coming of the French, The Coming of the British, Life in Late 19th Century in Western Canada, and Life in Canada in the 20th Century. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. For example, in Unit III under the topic of settlement at Red River, one question was, What was life like in the settlements at Red River? The subject is introduced by establishing a background for this topic; that is, describing the Metis, the Selkirk settlers, or the Lord Selkirk Land Grant. Then it is developed by drawing a plan of the Metis river lots and Selkirk settlement, by examining the natural resources of the settlement, and by charting the major aspects of life at the Red River settlement. One way the subject is concluded is having the students write a play about the Selkirk This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

ED220398 SP019878

Ferede, Yigzaw

The Role of Elementary School Teachers in Curriculum Development and Implementation in Selected Government Elementary Schools of Addis Ababa. African Studies in Curriculum Development & Evaluation No. 11.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

Pub Date 81

Note-85p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Curriculum Development; *Curriculum Study Centers; Delivery Systems; Developing Nations; *Educational Cooperation; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; Program Implementation; Resource Allocation; Schools of Education; *Teacher Attitudes; Teacher Education; *Teacher Participation

Identifiers-*Ethiopia (Addis Ababa)

The role of Ethiopian elementary school teachers in curriculum development and implementation was studied in twelve government schools in Addis Ababa through a questionnaire. The responses of 110 teachers were given to questions concerning the involvement of teachers in curriculum development, their relationship with the curriculum development center, their participation rate in curriculum development, the justification and criteria for teachers' involvement in curriculum development, strategies for implementation of curriculum changes, and problems encountered in implementing the curriculum. Eighty-two percent of the teachers stated that they had not been involved in the development of curricula. No efficient communication was found among the curriculum development centers, teacher training institutes, and the teachers. Sixty-three percent of the teachers reported that the most serious problem in curriculum implementation was that materials were not sent in time, or that teachers were not informed of their arrival. While teachers were recognized as the sole implementors of curricular change, they received little or no orientation on innovations. Recommendations on the basis of the findings involve improving communications, strengthening preservice and inservice curriculum training, and increasing permanent high quality staff at the local curriculum development center. The questionnaire is appended. (JD)

ED220418 SP020484

Program of Studies Mathematics Tests. A Match of Test Items and Skills. Levels 3-6. Forms A and B. MET.

Fairfax County Public Schools, VA. Dept. of Instructional Services.

Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.

Pub Date [82]

Note-58p.; For related documents, see SP 020 474-491.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavioral Objectives; Classroom Techniques; County School Districts; Curriculum Guides; Elementary Education; *Elementary School Mathematics; Inservice Teacher Education; Pilot Projects; *Resource Units; *Student Evaluation; *Test Selection

Identifiers-*Project MET

This document is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). The purpose of this part of the MET kit is to enable teachers to match mathematics skills with appropriate tests and test items. Having identified the skill by its instructional code number, the teacher uses the charts in this document to locate the specific test that assesses that skill. The charts supply, for third through sixth grade levels, the math skills code, test number, test name, skill assessed, and test item. Appended are suggestions for recording POS tests results, a sample sheet for recording the use and location of diagnostic tools, and record forms to be used as student evaluation forms. (FG)

ED220461   SP020887

Miller, Yvonne B.; And Others

Forms for Feedback, Evaluation, and Documentation. 12th Cycle Norfolk Teacher Corps Project. Draft.

Norfolk State Coll., Va.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Feb 79

Grant-G007700036

Note-39p.; For related document, see SP 020 888.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Feedback; Field Trips; Inservice Teacher Education; Parent Participation; Program Attitudes; *Program Evaluation; School Community Programs; *Teacher Evaluation; *Teacher Interns; Teaching Skills

Identifiers-*Teacher Corps

This booklet contains samples of forms used to evaluate, monitor, and document activities of the 12th Cycle Norfolk Teacher Corps Project at Norfolk State College (Virginia). The forms are contained in five sections: (1) evaluating inservice teachers and teacher interns (five forms); (2) monitoring parent aides (one form); (3) evaluating community projects (six forms); (4) reviewing inservice activities (four forms); and (5) obtaining feedback on project materials (one form). The purpose and use of each sample form is described. (FG)

ED220146 JC820400

Kintzer, Frederick C., Ed.

Improving Articulation and Transfer Relationships. New Directions for Community Colleges, Number 39.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISBN-87589-885-8
Pub Date Sep 82
Contract No-400-78-0038
Note-117p.
Available from-Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accrediting Agencies; *Articulation (Education); College Credits; *College Transfer Students; *Community Colleges; Educational Research; Information Systems; Postsecondary Education; Prior Learning; Program Descriptions; Proprietary Schools; Transfer Policy; *Transfer Programs
Identifiers-Student Consumerism

With the intent of revitalizing the study of educational articulation and transfer, this collection of essays describes and assesses the current status of transfer education, points to particular problems and concerns, and highlights specific techniques, activities, and practices. The volume includes "The Transfer Function--One of Many," by Dorothy M. Knoell; "The Decline of the Transfer Function: Threats or Challenges?" by Gerald R. Kissler; "The Missing Link in the Student Consumer Movement," by George B. Vaughan and Charles R. Dassance; "Articulation and the Chief Instructional Officer," by Jack E. Smith; "Community College and Proprietary School Relationships within the Educational Marketplace," by John H. Peterson; "Prescriptive Specialized Accreditation: Implications for Urban Community Colleges," by Allen T. Bonnell; "Articulation and Transfer in Florida," by Diann Zeldman; "Improving Academic Advisement and Transfer Articulation through Technology," by Richard B. Schinoff and J. Terence Kelly; "A Successful Experiment for Transferring Prior Learning Experience," by Roslyn Snow and Phyllis A. Bruns; "ESCALATE: A System of Transfer Equivalency Information," by Eleanor M. Hendershot; "Sources and Information: Revitalizing Articulation and Transfer," by James C. Palmer; and "Concluding Comments," by Frederick C. Kintzer. (AYC)

ED220228 RC013529

Marshall, J.; And Others

Ramah Navajo School Board, Inc., et al., v. Bureau of Revenue of New Mexico. Appeal from the Court of Appeals of New Mexico. Argued April 28, 1982--Decided July 2, 1982. No. 80-2162.

Supreme Court of the U. S., Washington, D.C.
Pub Date 2 Jul 82
Note-28p.; Paper copy not available due to small print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indian Education; *American Indian Reservations; Educational Facilities; Federal Aid; *Federal Indian Relationship; *Federal Legislation; *School Construction; Taxes; *Tribal Sovereignty
Identifiers-Navajo (Nation); New Mexico; *Ramah Navajo School Board NM; *State Taxes

An appeal to the Supreme Court addressd the question whether federal law preempts a state (New Mexico) tax imposed on the gross receipts that a non-Indian construction company (Lembke Construction Company) receives from a tribal school board (Ramah Navajo School Board) for the construction of a school for Navajo children on the reservation. The New Mexico Court of Appeals held that the gross receipts tax imposed by the State of New Mexico was permissible based on White Mountain Apache Tribe v. Bracker (1980). The Supreme Court reaches a different conclusion because it finds that the tax imposes an economic burden on the tribe's effort to build a school with federal funds. The dissenting opinion argued that the Court accords an Indian tribe, whose sovereignty "exists only at the sufferance of Congress and is subject to complete defeasance," greater immunity from state taxes than is enjoyed by the sovereignty of the United States on whom it is dependent. (Author/ERB)

ED220287 SE038812

Allen, Rodney F., Ed.; Farmer, Richard

Highlands County Energy Lessons. Middle School Level - Science, Mathematics, Social Studies, Vocational Education.

Highlands County Schools, Sebring, FL.

Pub Date Aug 82

Note-103p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Building Design; *Conservation Education; Ecology; Elementary School Science; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Food; Information Sources; *Learning Activities; *Life Cycle Costing; Merchandise Information; Middle Schools; Recycling; *Science Activities; Science Education; Secondary School Science; Social Studies; Utilities

Identifiers-*Energy Education

Middle school energy skills (Enerskills) and activities (Eneractivities) are provided in seven sections. Areas addressed include: (1) locating energy information using telephone books, dictionaries, card catalogs, and readers' guides; (2) writing letters for energy information; (3) energy and food (food intake/human performance, calories/energy); (4) energy and the environment (human ecology, population growth, food supply, energy sources, air pollution, recycled resources, living spaces, propaganda techniques in energy education); (5) energy in daily living, focusing on heat production, electricity usage, electric light bulbs, home/school energy audits; (6) energy in science (large number concepts, absorption of solar radiation, insulation, conversion of wind to electrical energy, recycling waste to produce/conserve energy, fuel from fruit, finding a calorie of energy); and (7) exploration studies in vocational education, focusing on guidelines for passive construction design and working with EnergyGuide Labels (a new approach for conserving energy using labels on new appliances). Sample EnergyGuides are included. (JN)

ED220321 SE039083

Keskulla, Jean

Traffic Flow - USMES Teacher Resource Book. Fourth Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-023-8

Pub Date 76

Grant-SED-69-01071

Note-166p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; School Safety; Science Course Improvement Projects; Science Education; Social Studies; Student Transportation; Teaching Guides; Teaching Methods; *Traffic Circulation; *Traffic Control; *Unified Studies Curriculum; Vehicular Traffic

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to improve traffic flow at a problem location. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of traffic flow problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual grade 5 class activities. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with traffic flow investigations. (JN)

ED220441 SP020818

Johnson, Floyd W., Comp.
Training Methods. A Resource Package to Supplement the Physical Education Curriculum in Manitoba Schools. Curriculum Support Series.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-044-7
Pub Date 81
Note-53p.; For related documents, see SP 020 816-822.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Difficulty Level; Elementary Secondary Education; *Exercise; Muscular Strength; *Physical Activities; Physical Education; *Physical Fitness; Training Methods; Weightlifting

The exercises described in this booklet comprise a physical fitness program of moderate intensity. Exercises are graded according to difficulty, and, in most cases, balanced to encompass physical fitness components essential to health, maintaining optimum body weight, and promoting efficient movement. Illustrations and descriptions are given of: (1) warm-up, aerobic and weightlifting exercises; (2) a basic fitness workout; (3) interval training techniques; (4) circuit training (a non-stop progressively controlled sequence of exercises); (5) and aquabics. (JD)

ED220483 TM820496

Nyberg, Verner R.; Nyberg, Adell M.

Alberta Essay Scales: Models.

Alberta Univ., Edmonton. Faculty of Education.

Report No-ISBN-0-88864-949-5

Pub Date 82

Note-40p.; For a related document, see TM 820 497.

Available from-Faculty of Education, University of Alberta, 4-116 Education North, Edmonton, Alberta, Canada T6G 2G5 ($8.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Standards; *Expository Writing; Foreign Countries; Grade 12; *Grading; High Schools; Holistic Evaluation; *Rating Scales; Scoring Formulas; *Student Writing Models; *Writing Evaluation; Writing Skills

Identifiers-Alberta; *Alberta Essay Scales

The Alberta Essay Scales were developed to assist teachers in the grading of essays. They represent a standard based on written compositions at the 12th grade level in 1964 to be compared with current composition writing achievement. A scale for mechanics in English and one for writing style and content are defined through model essays and commentaries on the strengths and weaknesses leading to the writing achievement represented. Scores for both mechanics and style/content should be assigned for each essay. Grading techniques are illustrated by stanine 2,4,6, and 8 model statistics. Suggested techniques for grading and the use of variables meant to produce high reliability and validity are presented. The essays concern various aspects of advertising. (CM)

ED220505 TM820520

Arter, Judith A.

Measuring the Impact of ESEA Title I Evaluation Technical Assistance Centers--One View.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Records; Decision Making; *Information Needs; *Measurement Techniques; *Program Evaluation; *Technical Assistance

Identifiers-Client Behavior; Elementary Secondary Education Act Title I; *Technical Assistance Centers; *Title I Evaluation and Reporting System

The ESEA Title I evaluation Technical Assistance Centers (TACs) assist state and local education agencies to implement the Title I Evaluation and Reporting System (TIERS), to improve the quality of evaluation information, and to use evaluation results for local decision making. This paper reports on the results of one method of assessing the impact of TACs in these three areas by comparing contact logs for 1977-78 and 1980-81 for types of topics covered, the level of difficulty of the material covered, and the mode of service delivery. Preliminary results show that there have been major changes in three areas: increasing variety of evaluation topics in which clients are interested, increasing emohasis on topics dealing with local use of evaluation results, and an increasing number of topics covered at a "refinement" level of sophistication. These changes seem to be the result of several forces interacting with each other--evolution in the TACs, evolution of the Federal policy, and evolution in the state and local education agencies.

Measures of TAC impact have implications for design of future technical assistance efforts. (Author/BW)

ED220528 TM820550

Faires, Charles L.

The Development of Listening Tests.

Pub Date 12 Nov 80

Note-23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 12, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Research; *Listening Comprehension; *Listening Comprehension Tests; Listening Skills; *Research Needs; *Test Construction; Test Reliability; Test Reviews; *Test Validity

One of the major factors for the lack of quality listening research is a lack of knowledge about the process itself. The second major factor is the lack of a reliable and valid listening test. From a review of 107 articles on listening, 38 reports of listening research, and from studies of seven examiner-developed and three commercially-developed listening tests, a chart was developed to report correlations between each of the listening tests and the intelligence measures and reading assessments used in the validation process or in the research study. The listening tests reviewed include: the Wallner Test of Listening Comprehension, the Tipton and Weaver listening test, the Orr-Graham Listening Test, Sprache's Auditory Comprehension Test, the Brown diagnostic test of listening comprehension, Biggs' diagnostic test of listening effectiveness, Blewett's listening test, Heilman's listening test, the Brown-Carlsen Listening Comprehension Test, the Sequential Tests of Educational Progress (STEP) - Listening, and the Jones-Mohr Listening Test. (Author/PN)

ED220548 UD022476

[Refugee Materials Center Bibliography].
Department of Education, Kansas City, Mo. Regional Office 7.
Pub Date 15 May 82
Note-165p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Acculturation; *Adjustment (to Environment); Adult Education; Cambodians; Cubans; Elementary Secondary Education; English (Second Language); *English Instruction; *Instructional Materials; Language Arts; Laotians; Mathematics; North American Culture; North American History; Postsecondary Education; *Refugees; *Resource Materials; *Sociocultural Patterns; Vietnamese People
Identifiers-Afghans; Asians; Ethiopians; Iranians; Polish People; Russians; Thai People

The citations in this bibliography include textbooks, other instructional meterials, and resource materials that can be used in teaching refugees in the United States. The title entries are grouped in series consisting of: (1) textbooks, workbooks, and other instuctional materials on teaching English to non-English speakers; (2) curricular and supplementary materials for teaching Vietnamese, Cambodians, Laotians, Chinese speaking Indochinese, Russians, Cubans, Iranians, Poles, Thais, Ethiopians, and Afghans, respectively; (3) general information on refugee resettlement; and (4) general information on Asians. Among the areas covered by the materials are reading; language arts instruction; mathematics instruction; refugees' cultural backgrounds; orientation, acculturation, and adjustment to American culture and lifestyles; and American history and citizenship. Additional information is provided on where the materials may be obtained, costs, and the grade level or audience for whom the material is considered appropriate. (MJL)

ED220186 PS012981

Reilley, Dennen; Mokros, Janice

The Tri-State Parenting Collaborative. Volume I: Final Report and Evaluation.

Education Development Center, Inc., Newton, Mass.
Spons Agency-Bush Foundation, St. Paul, Minn.
Pub Date 82
Note-134p.; For related document, see PS 012 982.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cooperative Programs; Models; *Parenthood Education; Program Descriptions; *Program Development; *Program Evaluation; School Community Relationship; Secondary Education; Workshops
Identifiers-Minnesota; North Dakota; Parenting; South Dakota; *Tri State Parenting Collaborative

This document is the first of two volumes describing the activities of the Tri-State Parenting Collaborative (TSPC) Project, conducted in Minnesota, North Dakota, and South Dakota during the period from 1977 through 1982. The TSPC linked state education agencies, universities, local schools, community groups, and an education development center in a comprehensive effort to educate adolescents and young adults about the responsibilities of parenthood. Serving as a final report, this volume is divided into six parts: part 1 provides an executive summary of the project, part 2 offers an introduction to the project, part 3 documents the need for parenting education and describes the history and objectives of parenting education, part 4 details the tri-state model and program activities, part 5 is dedicated to the evaluation of the project, and part 6 provides a concluding statement, a listing of key project personnel, and a bibliography. (MP)

ED220207 PS013020

Adams, Diane

National Survey of Family Day Care Regulations: Summary of Findings.

Pub Date Jul 82

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification; Costs; *Family Day Care; *Government Role; National Surveys; Public Policy; Purchasing; State Legislation; *State Programs

Identifiers-Child Care Food Program; *Rules and Regulations

Summarized in this paper are findings from a nationwide survey regarding the status of family day care regulations. During the months of February and March of 1982, data were obtained from all 50 United States and from the territories of the Virgin Islands, Puerto Rico, the District of Columbia, and Guam. Findings are briefly reported in terms of number of children in regulated/licensed child care facilities (capacity), number of full- and part-day centers, number of regulated day care homes (licensed, registered, and approved/certified), the costs of regulation, purchasing day care for subsidized families, child care food programs, reasons for following regulatory laws, enforcement of family day care regulations, the role of regulations in improving the quality of care, and policy options for regulating family day care homes. A table indicating family day care regulations and number of family day care providers by state completes the document. (MP)

ED220267 SE038261

Bernard, John E.; Bright, George W.

Student Performance in Solving Linear Equations.

Pub Date 82

Note-39p.; Paper presented at the Meeting of the International Group in the Psychology of Mathematics Education (Antwerp, Belgium, July 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algebra; *Cognitive Processes; Educational Research; Equations (Mathematics); Mathematics Education; *Models; *Problem Solving; Research Needs; *Research Problems; Secondary Education; *Secondary School Mathematics

Identifiers-*Mathematics Education Research

This document presents a first approximation for a model for student performance in solving linear equations. First, characteristics of a model of student performance for solving linear equations is discussed. It is noted that there is a need for some theoretical structure to support and organize the bits and pieces of information provided by available research. Next, known research on student performance for solving linear equations is surveyed. The material goes on to discuss modeling performance. A student performance model is presented, and research questions are suggested. The suggested questions are viewed to be ones that need to be addressed in order to elucidate the relevance of the model presented. A hope is expressed that future research will be part of a deeper study and analysis of student performance in solving linear equations. A thorough understanding of performance is seen as a possible aid to pupil improvement in algebra competencies. (MP)

ED220065 HE015424

Employment in Connecticut Public Institutions of Higher Education. BHE Reports, R-3-82.

Connecticut State Board of Higher Education, Hartford.

Pub Date Jun 82

Note-49p.; Some tables may be marginally legible due to small print.

Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrators; *College Faculty; Comparative Analysis; *Employment Patterns; Females; Full Time Faculty; *Higher Education; Males; *Minority Groups; *School Personnel; School Surveys; Sex Differences; *State Colleges; State Surveys; Tenure; Women Faculty

Identifiers-*Connecticut

Information on employees in Connecticut's 22 public institutions of higher education in fall 1981 is presented. Comparisons are made to employment patterns as of fall 1979. Findings include the following: full-time employment in Connecticut public institutions was down 1.4 percent in fall 1981 from 2 years earlier; the number of full-time minority employees also declined 1.4 percent over the same period; the number of full-time female employees increased 1.4 percent, while the number of male employees decreased 4 percent; the largest single occupational category continued to be faculty (3,502, 32.7 percent), a group whose numbers have remained constant from 1979; the number of minorities in faculty positions has grown 5.4 percent; the number of female faculty members increased by 5 percent, while the number of male faculty members declined 1.6 percent; growth has occurred in the executive/managerial and the professional nonfaculty categories; the number of minorities in the executive/managerial occupational category declined by 11.1 percent, while the number of women in this category grew by 21.6 percent and the number of men declined by 1.4 percent; the number of faculty with tenure increased by 32 from fall 1979 and by fall 1981--70 percent of all full-time faculty held tenure in Connecticut public institutions; tenure rates at Connecticut 4-year public institutions are high when compared to national averages; minorities comprised 5.5 percent of all full-time faculty in fall 1981, compared to 5.2 percent in fall 1979; while the representation of minorities among faculty is increasing slowly, 49.5 percent of minority faculty are of Asian and other backgrounds, rather than black and Hispanic. (SW)

ED220085 IR010298

Nyalusi, G. P. J.

The Role of Tanzania Library Service in Informal Education to Pre-School and Primary Schools in Tanzania. Occasional Paper No. 38.

Tanzania Library Service, Dar es Salaam.

Pub Date 79

Note-9p.; For related documents, see IR 010 288-294, IR 010 297-299, IR 010 306, and IR 010 308.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Childrens Literature; *Developing Nations; Early Childhood Education; Elementary Education; Foreign Countries; *Library Role; *Library Services; Literacy; Nonformal Education; *Reading Materials; Story Telling; *Young Children

Identifiers-*Tanzania

This overview of library services for pre-school and primary school children in Tanzania includes a brief description of the economic and educational situation of the country, an outline of the aims of library service to young children in Tanzania, a discussion of the responsibilities of library professionals in implementing library service aims, a review of the problems facing libraries in Tanzania (e.g., lack of suitable reading materials, lack of an organized distribution network for library materials, the absence of printing facilities), and a description of the programs undertaken by the Tanzanian Library Service to overcome such problems. Activities relating to library staffing, book exhibitions, and specific library programs for children (story telling, educational quizzes) are also briefly described. A reference list is included. (JL)

ED220109 IR010330

Nadel, Edward

Exploration of Reading Clusters in the Education Literature, 1974-1978.

Pub Date 81

Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Citations (References); *Cluster Analysis; Databases; *Educational Research; *Intellectual Disciplines; *Periodicals; Reading Research

Identifiers-*Citation Maps; *Co Citation Analysis

Prepared as an introduction to the methods and techniques of citation and co-citation analysis for educational researchers, this paper describes a citation database which was extracted from educational research periodicals and explores in a preliminary manner the results of a a citation analysis of the database. The analytical procedures involved in gathering citation and co-citation data are discussed, and the use of cluster analysis of citation data is outlined as a means of identifying the intellectual structure of education-related specialties. An intellectual map of the field of reading research, based upon a citation and cluster analysis of the relevant literature, is then discussed, together with less detailed intellectual maps of three reading-related specialties--question insertion and text comprehension, word perception and cognition, and dialect in reading. Accompanying the text are a reference list, a list of the 182 journals included in the educational database, and a set of eight figures illustrating citation and cluster analysis of the literature discussed. (Author/JL)

ED220128 JC820355

Bessire, Jack D.

Implications of SLS [Statewide Longitudinal Study] for Student Services (Other Than Admissions, Records, Student Information, Counseling, Guidance, and Placement).

Pub Date [82]

Note-9p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917). For other papers in the review series, see JC 820 347-356.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Guidance; Community Colleges; Counseling Services; Females; Job Placement; Longitudinal Studies; Participant Satisfaction; Physical Disabilities; Reentry Students; *Research Needs; State Surveys; Student Financial Aid; *Student Needs; *Student Participation; *Student Personnel Services; Tutorial Programs; Two Year Colleges; *Two Year College Students; Use Studies

Identifiers-*California; *Statewide Longitudinal Study CA

California's Statewide Longitudinal Study (SLS) of community college students reveals that student services are needed and appear to be effective. Evidence supporting this contention were obtained from a special run of data from third-year interviews with 4,120 of the original sample of 6,490 students. These data indicate that: (1) the level of use of student services, though low, is generally meeting or surpassing expressed need; (2) the percentage of students using specific services by their third year ranged from 40.5% for counseling to 1.9% for women's centers; (3) while only 4% of the students expressed a need for tutorial services in their first year, over 20% had used the service by their third year; (4) 40% of the respondents expressed a need for career planning assistance in their first year; however, only 8.9% had used the service by their third year; (5) over 13% of the students reported using financial aid by their third year, though a rather high proportion were dissatisfied with the experience; and (6) a low proportion of students made use of job placement services. SLS implications include the following: assessment of need for student services should go beyond self-assessment; career planning services should be better publicized and more available; and additional research and development activities should address financial aid, job placement and development, re-entry students, and the service needs of handicapped, nontraditional, and Limited English Speaking students. (HB)

ED220166 JC820425

Friedlander, Jack

Honors Programs in Community Colleges.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date 27 Sep 82

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Gifted; Community Colleges; *Enrichment Activities; *Honors Curriculum; Independent Study; Interdisciplinary Approach; Multicampus Districts; *Special Programs; Two Year Colleges; Two Year College Students

In summer 1982, interviews were conducted in the Chicago, Dallas, Los Angeles, Maricopa County, Miami-Dade, and St. Louis Community College Districts to determine: (1) the prevalence of honors programs in the districts; (2) reasons for initiating the programs; (3) types of honors programs and activities in use; (4) admissions criteria for honors programs; (5) scholarship information; (6) the extent of faculty participation; and (7) perceived benefits. The interviews revealed that nearly all of the colleges with formalized honors programs had initiated them in the past few years to accommodate the increasing number of students who could benefit from the programs, to strengthen the quality of the academic programs and the image of the college, and to attract and retain outstanding students. Several types of programs and activities were in use, including special sections of general education and occupational courses; interdisciplinary and cross-disciplinary courses; in-class honors options for additional coursework; honors colloquia coordinated with lecture series; extra-course activities, such as seminars, special projects, and enrichment activities; and the use of faculty mentors. Among the benefits cited by the honors program directors were smaller classes, student recognition, the development of new teaching strategies and courses, and improved college image. Examples of programs at the six districts are cited throughout the report. (KL)

ED220248 RC013559

Charles, Roger; And Others

National Education Policies for Aboriginal Peoples.

Ontario Indian Education Council, Toronto.

Spons Agency-Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 81

Note-470p.

Available from-Ontario Indian Education Council, 2 Carlton Street, Suite 1411, Toronto, Ontario M5B 1J3 ($15.00 each).

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-American Indian Education; Demography; *Developed Nations; *Developing Nations; *Educational History; *Educational Policy; Educational Quality; Elementary Secondary Education; Federal Indian Relationship; Foreign Countries; Geography; *Global Approach; *Indigenous Populations; Local History

Identifiers-Aboriginal People; Australia; Brazil; Mexico; New Zealand; United States

Written as a reference for students, teachers, educationists, lawyers, and researchers, the book provides information on the education of indigenous peoples and a variety of other interests, such as characteristics of individual countries, history of native peoples, country's definition of indigenous people, statistics on educational performance, and general descriptions of each country involved. A bibliography follows each chapter providing more complete resource material. The first group of countries (the United States, New Zealand, Australia, Mexico and Brazil) is studied with a considerable amount of detail because they have recognized indigenous people and provide valuable comparative models for Canada. Intended to provide a world wide perspective on indigenous peoples, the second group of countries is divided in four sub-groups and includes: (1) Ecuador, Bolivia, Peru; (2) Norway, Sweden, Finland; (3) Martinique, Guadeloupe, New Caledonia; (4) South Africa, China, New Guinea. The first sub-group is classfied as developing countries and presents difficulties indigenous people have in poor countries. The second sub-group are developed countries and have certain similarities with Canada. The third are described as colonialist; their situation has certain similarities to Canada 100 years ago. The fourth sub-group is more diversified. (ERB)

ED220379 SO014232

Social Studies: K-9 Supplementary Learning Resources.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Pub Date Jun 82

Note-82p.; For related documents, see SO 014 224-231.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies; Change; Childhood Needs; Community Characteristics; Community Role; Comparative Education; Elementary Secondary Education; Family Characteristics; Family Role; Geography Instruction; Global Approach; History Instruction; Human Geography; Individual Development; Natural Resources; North American History; Physical Environment; Political Divisions (Geographic); Self Concept; *Social Studies; World Geography

Identifiers-*Canada

This annotated bibliography contains approximately 350 citations of learning resources for the series of K-9 guides designed for the social studies curriculum in Manitoba, Canada (SO 014 225-231). Intended for teachers and students, the bibliography includes listings of guides, manuals, books, booklets, filmstrips, audiovisual kits, cassettes, multimedia kits, map series, atlases, slides, and charts published from 1966 to 1982. The resource materials match specific units in the series of social studies guides and are identified under four headings: Teacher Resource; Student Resource: General; Student Resource: Enrichment; and Student Resource: Remedial. The resources focus on individual development, self-concepts, and the neighborhoods in kindergarden; families and human needs in grade 1; changes in grade 2; the community (Canadian and the world) in grade 3; maps, the earth, and world communities in grade 4; the government, natural resources, and land settlement of areas of Canada in grade 5; the history of Canada in grade 6; the planet earth, elements of climate, and natural resources in grade 7; prehistoric life, ancient civilizations, early modern Europe, and life in the modern world in grade 8; and studies of Canada and its people in grade 9. (NE)

ED220419 SP020485

Project MET. A Trainer's Guide. Management for Effective Teaching. A Title IV-C Project.

Fairfax County Public Schools, VA. Dept. of Instructional Services.

Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.

Pub Date 82

Note-22p.; For related documents, see SP 020 474-491.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques; County School Districts; Elementary Education; *Inservice Teacher Education; *Instructional Materials; *Long Range Planning; Pilot Projects; Resource Units; Teacher Workshops

Identifiers-*Project MET

This guide provides trainers with a format and process for conducting inservice education programs for elementary school teachers on the use of the Management for Effective Teaching (MET) support kit. Project MET is a program developed to aid teachers in the Fairfax County (Virginia) public schools in implementing the school district curriculum, Program of Studies. This guide presents instructions on utilizing each section and selected components of the MET support kit, including: (1) general directions and introduction to the MET management support kit; (2) how to use the MET management support kit; (3) planning for teaching; (4) recordkeeping for POS testing; (5) teacher/principal resources; and (6) management note cards. (JD)

ED220442 SP020819

Willoughby, Heather; Plumton, Diane

Modern Rhythmic Gymnastics. A Supplement to the K-12 Physical Education Curriculum Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.

Report No-ISBN-0-86497-043-9

Pub Date 82

Note-65p.; For related documents, see SP 020 816-822.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Dance; Elementary Secondary Education; Exercise; *Gymnastics; *Movement Education; *Object Manipulation; *Perceptual Motor Coordination; Physical Education

Identifiers-*Rhythmic Gymnastics

This resource package has been designed to assist the instructor in using modern rhythmic gymnastics (MRG) to support the objectives cited in the "K-12 Physical Education Curriculum Guide," developed by the Manitoba Department of Education. MRG is based on scientific principles of movement, and makes use of small, hand-held apparatus such as balls, hoops, ropes, ribbons, clubs, and scarves, to provide flexibility, cardiovascular endurance, coordination, and rhythm in creative activities. Contents proceed from basic exploratory movements through more defined skill development and appreciation to complete MRG routines, for kindergarten through twelfth grade. Teaching guidelines, a sample lesson plan, glossary, and a bibliography are also included. (JD)

ED220462 SP020888

Competency Based Evaluation Guide for Teachers. Revised.
Norfolk State Coll., Va.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date 78
Note-51p.; For related document, see SP 020 887.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classroom Techniques; Discipline; Elementary Education; Exceptional Persons; Minimum Competencies; Professional Development; Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; *Teacher Education; *Teacher Evaluation; *Teaching Skills
Identifiers-Teacher Corps

This teacher evaluation instrument is designed to test the competencies of inservice and preservice teachers. Four categories of skills are evaluated: (1) instructional programs and processes; (2) classroom management and logistics; (3) professional development and interactions with others; and (4) exceptional students. Within each category, specific objectives with indicators of mastery are stated. Space is provided for evaluators to comment on or judge mastery, and to assign a performance rating on a five-point scale. An 11-step plan for modifying student behavior, drawing on the classroom management competencies, is appended. (FG)

ED220208 PS013022

Kamii, Constance

Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory.

National Association for the Education of Young Children, Washington, D.C.
Report No-ISBN-0-912674-80-6; NAEYC-103
Pub Date 82
Note-97p.
Available from-National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 ($3.50 plus $0.35 postage; 10% discount on 10 or more copies).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Early Childhood Education; *Educational Objectives; Guidelines; *Kindergarten Children; *Learning Activities; *Number Concepts; Personal Autonomy; *Preschool Children; Preschool Education; *Teaching Methods
Identifiers-*Piagetian Theory

How does one teach number? Is there any way to apply Piaget's theory to the classroom? What activities are better than worksheets for helping children develop number concepts? Arguing that Piaget's research and theory are indeed useful to the classroom teacher and can make a major difference in how one teaches elementary number concepts, the author of this booklet focuses on how the kindergarten and preschool teacher can use Piaget's theory in a practical way, discussing the following four topics: the nature of number, objectives of teaching number, principles of teaching number, and situations in school that the teacher can use to teach number. A discussion of Piaget's theory in the area of morality and autonomy and its implications for teaching arithmetic in preschool and kindergarten is included in the appendix. (MP)

ED220306 SE039068

Bussey, Margery Koo

Designing for Human Proportions - USMES Teacher Resource Book. Fourth Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-007-6

Pub Date 76

Grant-SED-69-01071

Note-206p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.25).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Body Height; Body Weight; Clothing Design; *Design Requirements; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Furniture Design; *Human Body; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

Designing or making changes in things students use or wear is the challenge of this Unified Sciences and Mathematics for Elementary Schools (USMES) unit. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of pertinent problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 3, 4-5, 5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the investigations. (JN)

ED220338 SE039101

Taylor, Ross

So You're a Mathematics Supervisor.

National Council of Supervisors of Mathematics.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No-ISBN-0-87353-199-X
Pub Date 82
Note-20p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($2.50, 20% discount for 10 or more copies; orders of less than $20 must be accompanied by remittance).
Document Not Available from EDRS.

Descriptors-Elementary Secondary Education; Guidelines; *Instructional Materials; *Mathematics Education; School Supervision; *Supervisors; *Supervisory Training; Supplementary Education; Supplementary Reading Materials; Teacher Supervision
Identifiers-*Mathematics Supervisors

This document is geared towards new mathematics supervisors. It consists of a collection of ideas that mathematics supervisors have found successful in practice. The material is grouped under the following headings: (1) Relating with Others; (2) Building Leadership; (3) Making It Happen; and (4) Working Smarter Rather Than Harder. Supervisors are noted to have unique personal styles, and there is wide variation among school systems and job descriptions. Consequently, not all ideas noted may be useful to all supervisors. However, it is felt that every mathematics supervisor can gain at least some useful ideas from this presentation. (MP)

ED220359 SO014146

Martin, June M.

Curriculum as Transmitter of Socioeconomic and Political Values: Case Study of a Middle School Writing Project.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 21 Mar 82
Contract No-400-81-0014
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, NY, March 21, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; Curriculum; *Economics; Educational Research; Grade 6; Intermediate Grades; *Political Socialization; Role Playing; Simulation; *Social Values; *Writing (Composition)

Identifiers-*Hidden Curriculum

This research project analyzed the manifest and hidden curriculum of a sixth-grade writing project to determine how it transmitted societal values. Entitled "Right is Write", the writing project was a simulation game in which students played roles of writers, agents, editors, and publishers interacting to produce, evaluate, buy, and sell compositions intended for a predetermined audience. Sources of data included field notes, videotapes, teacher interviews, and a student questionnaire. The results indicated that socioeconomic and political values were transmitted through the game. Socioeconomic values manifested by students included those of earning money, becoming an effective salesperson, and producing both quality and quantities of products. Students were drawn into the web of capitalism by incentives of profit and domination. Political values were manifested both in the game itself and through interventions or constraints to its enactment. For example, predetermined content, fragmentation of time blocks, and emphasis on skills indicated traditional or conservative influences. The game illustrated many ideas of Dewey and liberalism. For example, students enacted occupational roles that integrated skills of communication, economics, and mathematics in a game of interest to them. Another political value illustrated through the game was radicalism. Students questioned unequal assets, disproportionate allocation of roles, differences in privileges, and unequal opportunities to obtain rewards. They proposed and discussed modification but did not explicitly challenge the legitimacy of the game itself and its economic and political presuppositions. (RM)

ED220399 SP019896

Habtegaber, Haile

Contribution of Awraja Pedagogical Centres in the Improvement of Education in Ethiopia. African Studies in Curriculum Development & Evaluation No. 6.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

Pub Date Jul 80
Note-68p.; Best copy available.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Study Centers; *Delivery Systems; Educational Facilities; Educational Objectives; Elementary Secondary Education; Foreign Countries; Instructional Materials; Program Evaluation; *Program Implementation; Resource Centers; *Resource Materials; *Teacher Attitudes; *User Satisfaction (Information); Use Studies
Identifiers-*Ethiopia

Teachers and teacher center personnel were used to gather evaluative information on Awraja Pedagogical Centers (APCs) in Addis Ababa, Ethiopia. Teachers discussed their access to center facilities and services, and ratings of center materials and personnel. APC staff discussed their work, hours of center operation, procedures followed in the development and preparation of materials, and opinions regarding the objectives of the centers. Findings revealed that seventy percent of the teachers never visited the centers and knew little about the services and facilities offered. Teachers who did visit centers rated materials as only "fair." Activities and qualities of center personnel were rated "fair," and almost all teachers said they had never been visited by center personnel. The centers remained open only during office hours and were not available during out-of-school hours or Saturdays. Center personnel agreed that visits to schools in their areas were "very unsatisfactory" but claimed the teachers were not interested. Most center personnel could state the objectives for APCs, but educational and instructional activities were not given first priority. Teaching staff had little professional knowledge of how to prepare teaching aids, and no material, method, or idea from the centers was used in any of the schools. Recommendations are made for improvement. (JD)

ED220484 TM820497

Nyberg, Verner R.; Nyberg, Adell M.
Technical Report on Alberta Essay Scales: Models.
Alberta Univ., Edmonton. Faculty of Education.
Report No-ISBN-0-88864-948-7
Pub Date 82
Note-27p.; For a related document, see TM 820 496.
Available from-Faculty of Education, University of Alberta, 4-116 Education North, Edmonton, Alberta, Canada T6G 2G5 ($8.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Standards; *Expository Writing; Foreign Countries; Grade 12; *Grading; High Schools; Holistic Evaluation; Rating Scales; Scoring Formulas; *Student Writing Models; *Test Reliability; *Test Validity; *Writing Evaluation; Writing Skills
Identifiers-Alberta; *Alberta Essay Scales

The supplementary information on "Alberta Essay Scales: Models" presented here includes similar models to employ in grading essays, the background and development of the scales, and the rationale for developing two scales of English mechanics and style/content. A standard is presented for evaluating current writing achievement by comparison with compositions at the 12th grade level written in 1964. Two scales are found necessary because a low correlation between mechanics and style/content is evident. The grading procedures employed in 1964 and present changes are discussed. A holistic approach to grading by total impression is presented as more efficient than atomistic grading by summing scores on several variables. Technical considerations include the methods for determining reliability and content validity, the scoring variables, and means as true scores for each essay. (CM)

ED220147 JC820401

Computer Survey of Florida Community Colleges.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Aug 82
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Colleges; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; Computers; *Data Processing; Facility Inventory; *Microcomputers; Questionnaires; State Surveys; Two Year Colleges
Identifiers-*Florida

A survey of the 28 Florida community colleges was conducted to determine the type and amount of computer hardware and software used at each college and to obtain colleges' evaluation of their own administrative software. Responses from 27 colleges revealed that: (1) of the 26 colleges with administrative data processing systems, 13 had IBM systems and 8 had Burroughs computer systems; (2) all of the colleges provided data processing instruction, 16 colleges employed computer-managed instruction (CMI), 9 colleges offered computer-assisted instruction (CAI), and 5 colleges used the PLATO system for CAI; and (3) a total of 458 microcomputers were used at the colleges, with none in use at five schools. The bulk of the survey report consists of tables indicating the sites using IBM, Burroughs, and other hardware; the particular software packages that were rated highly for their use with financial, personnel, facilities, library, student/course, and miscellaneous data; hardware used for data processing instruction; CMI and CAI systems used; and the extent of microcomputer use in Florida's community colleges. (HB)

ED220167 JC820426

Langan, Alfred "Bud"; And Others

Collective Bargaining and the Community College: A Process Model for Management Teams.

JPL Associates, Spokane, WA.

Pub Date 82

Note-80p.

Available from-JPL Associates, North 2104 Dale, Spokane, WA 99206 ($4.95, quantity price, $4.50).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role; *Collective Bargaining; *College Faculty; College Planning; *Community Colleges; Contracts; *Faculty College Relationship; Grievance Procedures; Models; *Negotiation Agreements; Statewide Planning; *Strikes; Teacher Administrator Relationship; Two Year Colleges

Identifiers-*Washington

The model presented in this monograph was designed to aid state and district school systems and college administrators in dealing with the challenge of faculty collective bargaining in Washington community colleges. First, Chapter 1 provides a historical analysis of the laws and statutes relating to negotiations in the state's community colleges. Chapter 2 presents an inventory of the contents and range of language in current negotiated agreements in Washington colleges. This chapter covers the bargaining status of the colleges, organizational affiliation of faculty, contract length, re-opener clauses, bargaining unit membership, school calendar, length of work day, teaching load, academic freedom provisions, dues deduction, grievance procedures, no-strike and management rights clauses, and the effects of the agreement. Chapter 3 describes the Contract Item Analysis (CIA), which can be used in the collective bargaining process to analyze the current contract, analyze teacher proposals, develop alternative language for management, develop counter proposals, and react to union language during negotiations. Several examples of the application of the CIA are provided. Chapter 4 delineates a process model for management to follow in negotiations and specifies the different stages and levels of its implementation. Chapter 5 makes recommendations for strike planning if negotiation fails. A glossary of collective bargaining terms is appended. (HB)

ED220187 PS012982

Reilley, Dennen

The Tri-State Parenting Collaborative. Volume II: Leadership Development.

Education Development Center, Inc., Newton, Mass.
Spons Agency-Bush Foundation, St. Paul, Minn.
Pub Date 82
Note-187p.; For related document, see PS 012 981.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Experiential Learning; *Leadership Training; Models; *Parenthood Education; Postsecondary Education; *Professional Continuing Education; Program Descriptions; *Program Evaluation; Secondary Education; Training Methods; *Workshops
Identifiers-Minnesota; North Dakota; South Dakota; *Tri State Parenting Collaborative

The second of two volumes, this document describes the activities of the Tri-State Parenting Collaborative (TSPC) Project, developed to promote education for parenthood activities and programs in the states of Minnesota, North Dakota, and South Dakota. The document details the leadership development programs and support systems that have evolved in identification, training, and use of a network of peer resource personnel (called field associates) for the TSPC Project. The volume is divided into six parts: part 1, the introduction, outlines project development and objectives, while part 2 addresses experiential learning as it relates to adults, describing eight strategies for actively involving others in the learning process. Part 3 focuses on workshop design and provides information about planning and conducting successful sessions. Part 4 describes the training workshop design employed in the preparation of field associates, giving information generated by participants at those sessions. Part 5 provides feedback from field associates and those with whom they work about the model, the training, and the work they have been engaged in as a result of project involvement. Part 6, the conclusion, provides a list of field associates and a bibliography of relevant resources. (MP)

ED220229 RC013530

Whittlesey, Barry D.; And Others

A Report with Recommendations on State Governmental Organization and Legislative History of California Indians.

California State Dept. of Housing and Community Development, Sacramento. Indian Assistance Program.

Spons Agency-California State Office of Planning and Research, Sacramento.; Department of Housing and Urban Development, Washington, D.C.

Pub Date-Jun 74

Note-122p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Agency Role; American Indian Education; *American Indians; Delivery Systems; Employment; *Federal Indian Relationship; Federal Legislation; Federal Programs; Health Services; Housing; *Program Descriptions; *State History; *State Legislation; *State Programs

Identifiers-*California

The report is twofold in presenting an analysis of current Indian programs in the State of California with recommendations for improvement based on a study of state and federal agencies and a brief history of Indian legislation significant for California Indians. Recommendations proposed were establising a new Division of Native American Affairs in the Department of Housing and Community Development; adopting a policy statement regarding the State's position on Indian affairs; formulating a legislative program to correct inequities and inconsistencies in federal and state status; developing Indian units within the Departments of Health and Education to perform functions as intended by authorizing legislation; disseminating information to the Indian community regarding programs available locally; adopting a uniform State policy dealing with Public Law 280. Program descriptions include state agencies (health, welfare, housing, community development agriculture, criminal justice, and education), federal programs (Bureau of Indian Affairs, Indian Health Service, Housing and Urban Development), and Indian organizations (California Rural Indian Health Board, Inc., Inter-Tribal Council of California, California Tribal Chairmen's Association, and California Indian Education Association). Appendices contain full text of major Indian legislation pertinent to California Indians. (ERB)

ED220268 SE038742

Bagnall, Norma

Sea Sources. Bibliographic and Resource Material of Children's Literature of the Sea.

Texas A and M Univ., College Station. Sea Grant Coll. Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date Feb 81
Grant-NA79AA-D-00127
Note-187p.
Available from-Sea Grant College Program, Texas A & M University, College Station, TX 77843 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Animals; *Childrens Literature; Elementary Education; *Elementary School Science; Environmental Education; *Marine Biology; *Oceanography; Poetry; *Reading Materials; Resource Materials; Science Activities; Science Education; Seafarers; Short Stories
Identifiers-*Marine Education

Writers have often used the sea as background or as a theme in writing for children since it is a natural setting for adventure or exploration and has an attractiveness for all of us. Included in this bibliography is a representative listing of books related to the seas and inland waters, individual stories and poems which have a bearing on sea literature, and selected chapters from books which are not marine literature. Each entry includes title, author(s), publisher, number of pages, grade level, and a brief annotation. Some books with relatively little merit have been included (with appropriate notations) so teachers might examine them and discourage their use in the classroom. Entries are listed, alphabetically by title, under the following categories: (1) Information Books; (2) Biographies/Explorers; (3) Fiction/Adventure; (4) Picture Books; (5) Whales and Sea Mammals; (6) Folk/Fairy Tales; (7) Poetry and Song; (8) Activity/Experiments; and (9) Short Stories/Read-aloud Chapters. An author index is provided. (Author/JN)

ED220288 SE038813

Usiskin, Zalman
Van Hiele Levels and Achievement in Secondary School Geometry. CDASSG Project.
Chicago Univ., Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Grant-NIE-G-79-0090
Note-231p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Cognitive Development; Educational Research; *Geometry; High Schools; Learning Theories; Mathematical Logic; Mathematics Achievement; *Mathematics Instruction; Proof (Mathematics); *Secondary School Mathematics; Testing
Identifiers-*Mathematics Education Research; *Van Hiele Levels

The Van Hiele level theory offers an explanation and a remedy for student difficulty with higher-order cognitive processes required for success in secondary school geometry. This document reports results of a study which involved about 2700 students in 13 high schools, selected to provide broad representation of community socio-economics in the United States. The investigation looked at: (1) How are entering geometry students distributed with respect to the levels in the Van Hiele scheme; (2) What changes in Van Hiele levels take place after a year's study of geometry; (3) To what extent are levels related to concurrent geometry achievement; (4) To what extent do levels predict geometry achievement after a year's study; (5) What generalizations can be made concerning the entering Van Hiele level and geometry knowledge of students who are later found to be unsuccessful in their study of geometry; (6) To what extent is geometry being taught to students appropriate to their level; and (7) To what extent do geometry classes in different schools and socio-economic settings differ in content appropriateness to student level. (MP)

ED220506 TM820521

McKinley, Robert L.; Reckase, Mark D.

Multidimensional Latent Trait Models.

American Coll. Testing Program, Iowa City, Iowa.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Mar 82

Contract No-N0014-81-K0817

Note-28p.; Paper presented at the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Analysis; Factor Analysis; Goodness of Fit; *Latent Trait Theory; *Mathematical Models; Measurement Techniques; *Multidimensional Scaling; Research Methodology

Identifiers-*Rasch Model

The usefulness of the general Rasch model for multidimensional data, from the most simple formulations to the more complex versions of the model, is explored. Also investigated was whether the parameters of the models could be readily interpreted. Models investigated included: (1) the vector model; (2) the product term model; (3) the vector and product term model; (4) the reduced vector and product term model; and, (5) the item cluster model. Of the models investigated, all but the reduced vector and product term model and the item cluster model were rejected as incapable of reasonably modelling realistic multidimensional data. The item cluster model appears to be a useful model, but its applications may be limited in scope. The reduced vector and product term model was found to be the most capable of modelling realistic multidimensional data. Although the estimation of the parameters of the reduced vector and product term model may be more difficult than it would be for other models, this model appears to be the model that is most worth pursuing. (Author/PN)

ED220529 TM820551

Gabriel, Roy M.

Academic Growth Expectations under Various Testing Options in Title I: How Do We Interpret Aggregate Results?

Pub Date Mar 82

Note-55p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Gains; Compensatory Education; Elementary Secondary Education; *Expectation; Norm Referenced Tests; Pretests Posttests; *Program Evaluation; School Districts; Scores; Student Development; *Test Interpretation; Test Norms; *Test Use

Identifiers-*Expected Growth; *Normal Curve Equivalent Scores; Title I Evaluation and Reporting System

A method for translating the achievement gains in Normal Curve Equivalents (NCE) to a more conceptually understandable index of academic growth is described. This method calculates "Expected Growth (EG)" and expresses the relationship of observed achievement gains. The method is shown to be easily applied and well suited to local interpretation. Some issues when used on a more general level across several projects, districts or states are discussed. Expected Growth values are calculated using pre/posttest results and increasing the raw or scaled score (ESS) as needed to maintain the same percentile, or NCE. The increase as a proportion of the pretest standard deviation can be converted to any other standard score metric when multiplied by the standard deviation of the desired standard score scale. Expected Growth values are calculated for a variety of tests and conditions; interpretations of differences are discussed, and the implications of these differences for both large scale evaluation reporting and local use are shown. (Author/CM)

appropriate. (MJL)

ED220549 UD022477

Bossone, Richard M., Ed.

Proceedings: The Conference of the University/Urban Schools National Task Force: What Works in Urban Schools (3rd, San Francisco, CA, July 9-10, 1982).

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Report No-CASE-03-82

Pub Date Jul 82

Note-89p.; For related documents see ED 212 730. Some pages in attachments may be marginally legible due to poor quality of print in original document.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Board of Education Role; Cognitive Processes; College School Cooperation; *Community Support; *Educational Administration; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Equal Education; Management Development; *Personnel Evaluation; Postsecondary Education; *School Business Relationship; School Community Relationship; *School Effectiveness; Superintendents; Teaching Methods; Urban Education

Identifiers-Detroit Public Schools MI; Minneapolis Public Schools MN; Saint Louis City School District MO

Proceedings of the University/Urban Schools Task Force conference on what works in urban schools are summarized in this report. The future direction of the Task Force, articulated by conference participants, is described as a move toward the conceptualization and design of programs to teach thinking skills versus programs that mainly teach subject content. The report also includes three conference papers discussing elements of successful urban school programs. In the first paper, Superintendent Richard Green (Minneapolis Public Schools, Minnesota) describes Minneapolis' Five-Year Plan to promote equity and excellence. The Plan emphasizes maximization of learning opportunities; staff performance appraisal; and involvement of the Board of Education, the community, and business and labor sectors in program planning and implementation. In the second paper, Superintendent Arthur Jefferson (Detroit Public Schools, Michigan) discusses his district's experience in designing and implementing two administrative staff evaluation systems, and describes seminars provided by the Detroit Public Schools Management Academy to improve administrative staff performance. In the last paper, Superintendent Ronald Stodghill (Saint Louis Public Schools, Missouri) describes the Saint Louis School Partnership Program in order to demonstrate the advantages of mutual support between schools and business, culture, and the universities in a community. (MJL)

ED220086 IR010299

Ilomo, C. S.

Is the NCL a National Library? Occasional Paper No. 37.

Tanzania Library Service, Dar es Salaam.
Pub Date 79
Note-21p.; For related documents, see IR 010 288, IR 010 290-294, IR 010 297-298, IR 010 306, and IR 010 308.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Check Lists; Comparative Analysis; *Developing Nations; Foreign Countries; Legislation; *Library Role; *Library Services; Library Standards; *National Libraries
Identifiers-Africa; *Tanzania

This essay reviews the functions of the Tanzanian National Central Library (NCL) and evaluates the activities performed and services provided by the NCL in light of the definitions of national library functions established by UNESCO and by K. W. Humphreys, Librarian of the University of Birmingham. The relationship between the NCL and the Tanzanian Library Service is outlined and the national library movement in the developing countries of Africa is described. A list of the administrative and accounting, technical and reader, consultancy and advisory, and book production services performed by the NCL is incorporated in the text. Two charts, the first comparing the UNESCO definition of a national library with the functions of the NCL, and the second comparing Humphreys' list of national library functions with the functions of the NCL, are also included. A checklist of national library functions and a 20-item reference list accompany the essay. (JL)

ED220110 IR010331

Strache, Neil E., Comp.; Danky, James P., Comp.

Hispanic Americans in the United States. A Union List of Periodicals and Newspapers Held by the Library of the State Historical Society of Wisconsin and the Libraries of the University of Wisconsin-Madison.

Wisconsin State Historical Society, Madison.

Pub Date 79

Note-80p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Libraries; *Hispanic American Culture; Hispanic Americans; *Library Collections; *Newspapers; *Periodicals; *Social History; Union Catalogs

Identifiers-State Historical Societies; *University of Wisconsin Madison

This publication is a guide to the holdings and locations of 129 newspaper and periodical titles relating to Hispanic American history and culture which were received before August 1979 at the library of the State Historical Society of Wisconsin and at the libraries of the University of Wisconsin at Madison. It includes older titles which have ceased publication as well as titles still being published. The scope of the guide is broad, including literary, political, and historical journals, as well as newspapers and feature magazines of the Hispanic American community. An introduction to the guide, presented in English and in Spanish, recounts the history of the collections. A detailed explanation of the guide's organization and entry format is also presented. Accompanying the union list are: a list of sources for the purchase of microfilm copies of the publications listed; a list of libraries whose holdings are included in the guide; an alphabetical list of the newspaper and periodical titles covered by the guide; and geographic, name, subject, and chronological indexes to the listings. (Author/JL)

ED220420 SP020486

Suggested Activities for Use by the Substitute Teacher. Management for Effective Teaching.

Fairfax County Public Schools, VA. Dept. of Instructional Services.

Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.

Pub Date [82]

Note-15p.; For related documents, see SP 020 474-491.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Class Activities; Classroom Techniques; County School Districts; Elementary Education; *Instructional Development; Pilot Projects; *Resource Units; *Substitute Teachers; Teacher Effectiveness

Identifiers-*Project MET

Activities suggested in this booklet for substitute teachers are designed to reinforce the objectives of the Program of Studies, the official school district curriculum of the Fairfax County (Virginia) Public Schools. This booklet is part of a management support kit of resources, materials, and information developed for the Management for Effective Teaching (MET) project. Included are activities that develop elementary school students' writing skills, map skills, dictionary skills, and listening and communication skills. Contents of a folder for substitute teachers are listed, and forms that may be used to help maintain the normal classroom organization and make substitute teachers aware of their duties and responsibilities are also included. (JD)

ED220443 SP020820

Hocking, Ron; Sampson, Janet

Perceptual-Motor Programming. A Supplement to the K-12 Physical Education Curriculum Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.

Report No-ISBN-0-86497-040-4

Pub Date 81

Note-62p.; For related documents, see SP 020 816-822.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Developmental Stages; Early Childhood Education; *Educational Diagnosis; Human Body; Learning Problems; *Motor Development; *Movement Education; *Perceptual Motor Coordination; *Perceptual Motor Learning; *Psychomotor Skills; Young Children

In this supplement to the "K-12 Physical Education Curriculum Guide," developed by the Manitoba Department of Education, the focus is on perceptual-motor programs for children in kindergarten and the first grade. Section I contains a discussion of the rationale for perceptual-motor programs, a curriculum outline, and definitions of terms used in the guide. Section II describes gross-motor, perception, and fine-motor programs. In section III the motor development of children from infancy through early childhood is outlined. Screening and testing young children is the topic of section IV, and a description of the organization of a perceptual-motor program is presented in section V. Section VI offers ideas and suggestions for individual and group activities designed to improve motor skills. The appendixes in section VII include listings of gross-motor tests, basic equipment, and lesson plans. (JD)

ED220463 SP020889

Leithwood, Kenneth A., Ed.; And Others
Studies in Curriculum Decision Making. Symposium Series/13.
Ontario Inst. for Studies in Education, Toronto.
Report No-ISBN-0-7744-0220-2
Pub Date 82
Note-310p.; For related documents, see SP 020 890-892.
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($18.95).
Document Not Available from EDRS.
Descriptors-*Change Agents; *Change Strategies; *Curriculum Development; *Decision Making; Educational Innovation; Educational Research; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Policy Formation; *Program Implementation; *Teacher Role
Identifiers-Canada

A conceptual framework for planned educational change is presented in this book. The three studies outlined in part I examine how curriculum decisions are made by teachers and factors that seem to influence this decision making. An attempt is also made to discover explanations for the character of this decision making, through the use of several different conceptual perspectives. Four chapters in part II investigate the nature of actions taken by persons in four different roles--principal, consultant, area superintendent, and university professor--to assist the teacher in improving the curriculum decision-making process. Two chapters focus on commercially produced materials such as textbooks and official curriculum guidelines produced by the Ministry of Education. The seven chapters in part III provide further guidelines for improving curriculum decision making. Individual chapters in this part explain concepts associated with recent approaches toward planned educational change. (JD)

ED220066 HE015425

Rickes, Persis C.

Degrees Conferred by Connecticut Institutions of Higher Education, 1970-71 to 1979-80. BHE Reports, R-5-81.

Connecticut State Board of Higher Education, Hartford.
Pub Date Oct 81
Note-24p.; Some tables may not reproduce well due to small print.
Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Associate Degrees; *Bachelors Degrees; Business Administration Education; *Degrees (Academic); *Doctoral Degrees; Education Majors; Females; *Higher Education; Intellectual Disciplines; Majors (Students); *Masters Degrees; Minority Groups; Private Colleges; Professional Education; State Colleges; State Surveys; Trend Analysis
Identifiers-*Connecticut

Trends in degrees conferred by Connecticut institutions of higher education from 1970-1971 to 1979-1980 are reviewed. After rising steadily to 1973-1974, the number of degrees conferred has fluctuated between 26,000 and 27,000 for the balance of the decade. The proportion of degrees awarded by institutions in the public sector rose from 52.4 percent of all degrees conferred in 1970-1971 to 55.3 percent in 1979-1980, and public institutions awarded 89.6 percent of all certificates, 75.1 percent of all associates degrees, and 51.7 percent of the bachelors degrees in 1979-1980. The independent sector conferred the majority of masters degrees (51.8 percent), doctoral degrees (61.9 percent), and first-professional degrees (64.2 percent) in the same year. In 1979-1980, the largest number of bachelors degrees was awarded in business and management, followed by social sciences and education. Masters degrees in education ranked first in the number of awards over the 10-year period. They peaked at 3,337 in 1975-1976 then fell to 2,325 in 1979-1980--200 less than the 1970-1971 level. Masters degrees in business and management have quadrupled from 314 to 1,249 during this same period. The number of masters degrees awarded in education, however, was still almost double the number of masters degrees awarded in business and management in 1979-1980. While women were proportionately underrepresented at all six degree levels in the combined public and independent sectors in 1970-1971, their representation was close to parity at the associates and masters degree levels by 1974-1975. By 1979-1980, women were the majority of degree recipients at all but the first-professional and doctoral degree levels. Minority students received 4.9 percent of the awards in 1975-1976 and by 1978-1979 minority students received 5.2 percent of all awards. (SW)

ED220129 JC820356

Averill, Donald F.
Vocational Education Administration and National Priorities.
Pub Date May 82
Note-22p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917). For other papers in the review series, see JC 820 347-355.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy; *Community Colleges; Curriculum Design; *Curriculum Development; *Education Work Relationship; Government School Relationship; Longitudinal Studies; Policy Formation; *Program Administration; School Business Relationship; State Surveys; Statewide Planning; Two Year Colleges; Two Year College Students; *Vocational Education
Identifiers-*California; *Statewide Longitudinal Study CA

This report reviews current issues in vocational education and discusses their relationship to the California Statewide Longitudinal Study (SLS) of community college students. After a brief outline of the development of vocational education in the community college, current issues identified in a series of studies of vocational education in California are presented, including a lack of program flexibility, poor implementation of open entry/exit programs, the mismatch between jobs and training, and funding problems. Next, the report presents national issues reflected in the SLS (i.e., changes in the involvement of the federal government and changing demographics) and particular issues facing California (e.g., the delineation between the functions of high schools and community colleges, course classification, general education requirements, and tuition and fees). The following section examines the ways in which these issues are being addressed by state and federal legislatures, industry, and the educational community. After a discussion of policy questions raised by the SLS, the report outlines SLS findings related to policies in the areas of curriculum design and delivery, student enrollment patterns, the special needs of vocational students, and the changing student population. Finally, a series of recommendations are offered for curriculum modification, special services, competency-based modular instruction, and industry cooperation. (KL)

ED220209 PS013023

Personalizing Education for Children: A Handbook for Early Childhood Education K-4.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date 82

Note-294p.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Child Development; *Curriculum Design; *Educational Environment; Educational Objectives; *Family School Relationship; Grade 4; Guidelines; *Individualized Instruction; Integrated Curriculum; Learning Centers (Classroom); Primary Education; Professional Development; Resource Materials; *Student Evaluation; Units of Study

Designed to help local school systems in planning a curriculum based on growth and development occurring in children throughout the years from kindergarten through fourth grade, this guide provides teachers with information and suggestions for incorporating an integrated, personalized curriculum into existing instructional programs. Chapter I reviews specific growth characteristics of children in three domains of development (psychomotor, affective, and cognitive) and suggests specific activities for promoting the child's growth in these areas. To further personalize the educational program, chapter II outlines a variety of alternatives for setting up schedules and organizing classroom activities. In chapters III, IV, and V, ideas are presented for integrating subject area objectives and objectives from the psychomotor and affective domains with objectives related to the development of thinking abilities. Chapters VI and VII present additional suggestions for personalizing instruction by describing practical means of involving parents in the educational process and by suggesting a variety of alternatives for assisting teachers in their professional growth. A list of resources teachers can use for promoting personalized instruction, a list of objectives for each of the three domains, and sample units of activities are included in the appendices. (MP)

ED220249 RC013560

Russell, Anna Rita

Game for Anything: Multi-Cultural Games and Activities for Children.

Alberta Association for Young Children, Edmonton.; Alberta Univ., Edmonton. Faculty of Education.
Report No-ISBN 0-88864-971-1
Pub Date 81
Note-98p.; Paper copy not available due to publisher's choice. Funded through a 1981 Community Project Grant of The Canadian Federal Government.
Available from-Faculty of Education, University of Alberta, 4-116 Ed. N., Edmonton, Alberta T6G 2G5 ($9.00 per copy).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indian Culture; American Indians; *Canada Natives; Cultural Activities; *Cultural Influences; Dutch Culture; Elementary Secondary Education; Eskimos; Food; *Foreign Countries; *Games; *Handicrafts; Latin American Culture; *Multicultural Education
Identifiers-German Culture; Italian Culture; Oriental Culture; *Recipes (Food)

A collection of Native and newcomer Canadian children's activities and games have been gleaned from various cultural sources for children to benefit from Alberta's diversity of ethnic groups. The handbook forms a framework for the teacher/parent to organize activities for children allowing change and modification if necessary. The first section describes Indian activities such as intertribal gambling games (Bone Dice, Onesteh, Cheekahkwanug), guessing games (Gaquitt), traditional sports (Lacrosse, Papassi Kawan, Snow Snake), potato stamp technique used for decorating basketry, and face painting used during ceremonial dances, battle, and times of mourning. Recipes for Native dishes (Sunflower Seed Cake, Corn Chowder, Yellow Squash Soup) concludes this section. The second section consists of games (La Mora, Shangai, Tag, Quattro Cantoni, and various versions of Hopscotch), recipes (Slemp, Tortelli, Yogurt Torte, Egyptian Halvah, Crackling Bananas), and crafts (kites, origami, weaving, apple dolls, Ojo de Dios, woolen yarn pictures) from various customs and traditions that people from other countries brought to Canada. Descriptions of games include a brief history of origin, equipment to use (if any), objective of the game, and how to play the game. (ERB)

ED220322 SE039084

Agro, Sally

Using Free Time - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-024-6

Pub Date 77

Grant-SED-69-01071

Note-233p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; *Leisure Time; Mathematics Education; Outdoor Activities; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Student Projects; Teaching Guides; Teaching Methods; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

Finding educational, useful, or fun things to do during recess or lunchtime is the challenge of this Unified Sciences and Mathematics for Elementary Schools (USMES) unit. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of the problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 3, 4, 5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220339 SE039104

Matthias, Margaret; Thiessen, Diane

Children's Mathematics Books. A Critical Bibliography.

American Library Association, Chicago, Ill.

Report No-ISBN-0-8389-0285-5
Pub Date 79
Note-61p.
Available from-American Library Association, 50 East Huron Street,
Chicago, IL 60611

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies; Basic Skills; Books; *Childrens Literature; Computation; Elementary Education; *Elementary School Mathematics; Geometry; Mathematical Concepts; *Mathematical Enrichment; *Mathematics Instruction; Measurement; Supplementary Reading Materials; Time

This document reviews approximately 200 children's books in mathematics for the early grades. The 1975 and 1976 editions of "Children's Books in Print" were used to generate the book list, and all but approximately 20 of the titles listed were located for this review. Each review presented describes content and accuracy, illustrations and their appropriateness, the author's writing style, and whether reader activities are included. Notations indicate whether single or multiple concepts are developed. The books are classified under: Counting, Geometry, Measurement, Number Concepts, Time, and Miscellaneous. Further, each work is designated as either highly recommended, recommended, acceptable, or not recommended. The document concludes with an author-title index. (MP)

ED220380 SO014233

Hinton, Dallas E.

The Effect of Different Musical Timbres on Students' Identification of Melodic Intervals.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Report No-ERIBC-82-8
Pub Date Apr 82
Grant-DG-314
Note-115p.; Ed.D. Thesis, University of British Columbia.
Available from-Educational Research Institute of British Columbia, Suite 400-515 West 10th Avenue, Vancouver, B.C. V5Z 4A8 ($11.40).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Educational Research; Higher Education; *Music Education; *Music Techniques
Identifiers-*Timbre Discrimination

For this study, five hypotheses were formulated stating that ability to identify melodic intervals during music dictation is not affected by (1) the differences in timbre, (2) the use of familiar or unfamiliar timbres (MAJOR), (3) formal ear training experience (FETE), or (4) playing/performing experience on an instrument (PPEM), and (5) that there is no significant interaction between PPEM and FETE. Two hundred and twenty college and university subjects were tested, using an author written test of melodic interval identification. Melodic intervals were presented in random order by six instruments: clarinet, trumpet, piano, violin, xylophone, and synthesizer (sine waveform). Each instrument played 12 randomly assorted melodic intervals, based on C4 and not exceeding one octave. Results showed that FETE, PPEM, and MAJOR all affected subjects' scores on intervals presented with different timbres. There was no significant interaction between PPEM and FETE. (Author/RM)

ED220485 TM820498

MacKay, D. A.; Doherty, M.

Educational Opportunity Fund Junior High Program Evaluation. Summary.

Evaluation Consultants, Ltd., Edmonton (Alberta).
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date Feb 82
Note-172p.
Available from-Planning and Research Branch; Alberta Education, 9th Floor, Devonian Building, 11160 Jasper Ave., Edmonton, Alberta T5K 0L2.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Achievement Tests; Foreign Countries; *High Risk Students; Junior High Schools; *Junior High School Students; Learning Problems; *Program Evaluation; *Special Programs; State Surveys
Identifiers-Canada

In 1979, a special program was implemented for junior high students unable to benefit from regular programming due to a failure to cope with regular school courses, irregular and non-attendance, disruptive behavior, or poor self-concept. Quantitative and qualitative data were obtained from site visits, achievement tests in reading and mathematics, a questionnaire survey, a random sample of student case studies, and an analysis of project files. It was concluded that the Educational Opportunities Fund (E.O.F.) program is effective and appropriate. Among the recommendations included are the continuation of the E.O.E. (junior high) program and the development of a similar program at the senior high school level. This report contains a comprehensive bibliography, the evaluation instruments, and the achievement test results. (Author/PN)

ED220087 IR010305

Beeler, M. G.

A Little Help from Your Friends.

Sunland Center, Miami, FL. Library.

Pub Date 5 Mar 79

Note-89p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Audiovisual Aids; *Behavioral Objectives; Bibliographies; Indexing; Library Personnel; Library Services; *Mental Retardation; *Rehabilitation; Special Libraries; *Subject Index Terms; *Task Analysis

Identifiers-Florida; Library Services and Construction Act

Task analyses for library equipment operation by the severely retarded, behavioral objective information for library resources indexing, and three bibliographies of rehabilitation related materials are provided for the guidance of library staff in Florida libraries through a project funded by the Library Services and Construction Act, Title I. The task analyses of filmstrip projectors and talking book machines presented are designed to enable staff to assist clients in the development of basic concepts and motor skills, and areas of application are indicated for a list of selected resources and resource categories. Bibliographies of print resources available from the State Library of Florida and the Health and Rehabilitative Resource Centers provide almost 600 references organized by subject area which include resources for use in training, assessment opportunities, and, for some, activities outside the library. (RAA)

ED220148 JC820402

Report of Annual Program Inventory by College and Systemwide, 1980-81.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date [81]

Note-94p.; Computer printouts may not reproduce well.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Associate Degrees; *College Programs; *Community Colleges; Educational Certificates; Job Training; Program Length; State Surveys; Two Year Colleges; Vocational Education

Identifiers-*Florida

An inventory is provided of the programs offered in Florida's 28 community colleges during 1980-81. First, the programs are listed, by Information Classification Structure (ICS) code, for each college and campus. Included in this listing is information on the program's title; whether, in the case of occupational programs, it prepares graduates for employment at the technical level or at a skilled or semi-skilled level; program length computed in terms of student semester hours or clock hours required to complete the program; and the type of award given upon program completion, i.e., Associate in Arts/Science, Associate in Applied Science, Technical Certificate, Certificate of Applied Sciences, or Certification of Training. The next section lists programs for the entire community college system by ICS codes, which categorize programs as advanced and professional or occupational, and within the occupational category, as agriculture, distributive, health, home economics, office, trade and industrial, or public service programs. This section indicates the colleges and campuses at which the program is offered, program title, occupational program type, program length, and degree or certificate awarded. (HB)

ED220188 PS012984

Lauritzen, Phyllis; McClain, Doris G.

Infant Family Day Care Training: Discussion and Workshop Sheets.

Los Angeles Mission Coll., San Fernando, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date 81

Note-105p.; For related documents, see ED 188 783 and PS 012 985.

Available from-Doris G. McClain, Project Director, Los Angeles Mission College, 1212 San Fernando Road, San Fernando, CA 91340 (Set containing Program Manual and Discussion and Workshop Sheets, $10.00, plus $1.00 postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Caregivers; Early Childhood Education; *Family Day Care; Guidelines; *Instructional Materials; Postsecondary Education; *Program Development; Recordkeeping; *Training

Training materials for family day care providers are offered in this document in the form of pages providing topics for discussion and suggested workshop activities. Discussion materials consist of prototype forms for gathering data and keeping records, as well as guidelines for caregiving functions such as feeding, first aid, arranging the home for day care, toilet training, and selecting toys and play materials. Workshop materials consist mainly of directions for making toys and equipment for infants and toddlers, such as crib toys, puppets, playdough, musical instruments, soft stairs, and a tire swing. The workshop pages also provide suggestions for varying and using the toys and equipment, indicating areas of development associated with their use. (RH)

ED220230 RC013531

Sanderson, Jack

State Services for California Indians. FY 1980-81.

California State Dept. of Housing and Community Development, Sacramento.
Indian Assistance Program.

Pub Date 80

Note-57p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrators; *American Indian Education; American Indians; Delivery Systems; Educational Opportunities; *Employment Programs; Enrollment Trends; Federal Programs; Health Services; *Housing; *Information Sources; Self Determination; *Social Services; *State Programs; Teachers; Tribes

Identifiers-*California; *Cultural Preservation

Through cooperative efforts of state and federal officials and with concerned California Indians, State program delivery systems are constantly being monitored, evaluated, and adjusted to assure increasingly fair services for California Indians. The report divides State services into five general categories: cultural preservation; educational opportunities; employment, training, and marketing assistance; health and social services; and housing and community development. The text reveals: Native American culture permeates all state efforts on behalf of American Indians; a tripling of American Indians in the student population and an even greater increase in American Indian teachers and administrators; 48% of the Indians applying for jobs through the State Employment Development Department were placed; $9 million dollers in federal funds were administered through local agencies over the last 6 years for housing repair and construction; and in addition to greater access to federal program assistance, California Indians are involving themselves to a greater degree in pursuit of their own best interests. Statistical tables and lists of resource personnel are incorporated throughout the report. (Author/AH)

ED220269 SE038751

Ruckdeschel, F. R.
Basic Scientific Subroutines, Volume II.
Report No-ISBN-0-07-054202-3
Pub Date 81
Note-790p.
Document Not Available from EDRS.
Descriptors-College Mathematics; *College Science; Computer Oriented Programs; *Computer Programs; *Engineering; Engineering Education; *Functions (Mathematics); Higher Education; Least Squares Statistics; Mathematics; Mathematics Education; *Microcomputers; Science Education; Statistical Analysis; *Statistics

Identifiers-*BASIC Programing Language

This book, second in a series dealing with scientific programing in the BASIC language, provides students, engineers, and scientists with a documented library of subroutines for scientific applications. Subjects of the eight chapters include: (1) least-squares approximation of functions and smoothing of data; (2) approximating functions by series other than least-squares polynomials; (3) functional approximation by iteration and recursion; (4) modified coordinate rotational digital computer (CORDIC) algorithm approximate techniques and alternatives; (5) table interpolation, differentiation, and integration; (6) finding real roots of functions; (7) finding complex roots of functions; and (8) optimization by steepest descent, in which the fundamental concept of the gradient is applied to finding maxima/minima of functions. Software indices by number and function, complete listing of North Star BASIC demonstration and subroutine programs, compacted North Star BASIC subroutine listing, and aids for converting the demonstration/subroutine programs into other dialects of BASIC (in particular, Microsoft) are included in appendices. (Author/JN)

ED220289 SE038814

Brennan, Matthew J.; And Others

Energy and My Environment. Teachers' Guide, K-3.

Governor's Office of Energy, Tallahassee, Fla.

Pub Date Jun 82

Note-152p.; For related documents, see SE 038 815-818.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Conservation Education; Ecology; *Elementary School Science; *Energy; *Energy Conservation; *Environment; Environmental Education; Fuels; *Learning Activities; Primary Education; Science Activities; Science Education; Solar Radiation; Teaching Guides; Units of Study

Identifiers-*Energy Education

Energy activities and lesson plans for kindergarten and grades 1 to 3 (grouped into seven units representing seven major conceptual schemes) are provided in this teachers' guide, with a unit at each grade level for each conceptual scheme. Conceptual schemes addressed include: (1) energy is the ability to do work; (2) energy comes from the sun; (3) energy can be changed from one form to another; (4) the sun is the earth's chief source of radiant energy; (5) people use energy to satisfy their needs; (6) energy supplies are limited; and (7) living things are interdependent with one another and with their environment. Each unit includes a pre-/post-test evaluation instrument, lesson plans, and supplemental activities. Lesson plans consist of a specific energy concept, objective, and instructional strategies for introducing, developing, and extending the lesson. Purpose, materials, and procedures are provided for each of the supplemental student activities. The guide begins with a brief introduction to teachers and statement of the energy policy for Florida and concludes with a list of key vocabulary words (Enerwords), bibliography, sources of energy information and teaching materials, and an evaluation sheet. (JN)

ED220360 SO014169

Harbo, Torstein

The Curriculum Field Today: A Scandinavian Point of View.

Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes; *Comparative Education; *Curriculum Problems; Educational History; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Learning Processes; Postsecondary Education

Identifiers-Dewey (John); *Norway

The major curriculum issue in Norway focuses on the form of learning as opposed to the content of learning. At the turn of the century the school program emphasized content; teaching centered around the acquisition and storage of knowledge. During the 1920s and 1930s, however, theorists stressed the form of the educational process. The process of learning concentrated on the act of thought to the denigration of the content of thinking. Leading educators were influenced by John Dewey's "How We Think" in which he proposed his well-known five-stage thinking process. A new phase began a decade after World War Two with European critiques of Dewey's theory. The Norwegian scholar, Reidar Myhre concluded that "education must not lose sight of either the activity of thought or the content of thought." The School Law of 1969 emphasized that content and form intermingled. Finally, in the 1970s the national curriculum committee settled the controversy by recognizing content and form as an entity. The committee determined that the learning process is complex and cannot be reduced to psychological steps; the content of any discipline encompasses bodies of knowledge as well as forms of thought and understanding; and teaching-learning style is molded in the corresponding forms of thought and understanding. (KC)

ED220400 SP019901

Motha, Esness

The Development of Instructional Units on Family Life Education for the Primary Teachers' Certificate in Swaziland. African Studies in Curriculum Development & Evaluation No. 26.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

Pub Date 81

Note-95p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adolescents; Cultural Background; Developing Nations; *Family Life Education; Foreign Countries; *Parenthood Education; Relevance (Education); Secondary Education; *Sex Education; Social Change; Social Mobility; *Teacher Education; Values Clarification

Identifiers-*Swaziland

This discussion of the development of family life education (FLE) in Swaziland is presented in three sections. Chapter One examines social change in developing nations which has resulted in: (1) large migrations from rural to urban areas; (2) strain on the capacity and effectiveness of the schools; (3) disturbance of the traditional family structure; and (4) waning of the influence of the church and religion as a source of moral instruction. Chapter two discusses the development of an instructional sequence for guiding teacher educators in conducting FLE programs, and for assisting student teachers in the organization and conduct of meaningful teaching/learning experiences for adolescents. Two suggested teaching modules are presented for preservice education programs. Module I, "Adolescence," includes units on: (1) physical development at adolescence; (2) psychological and social aspects of adolescence; (3) developmental tasks of adolescence; (4) major adolescent problems; and (5) guidance and counseling of adolescents. Module II, "Responsible Parenthood," deals with parenthood education, and emphasizes the relationships, responsibilities, and interdependencies of families. Chapter three examines methods of evaluation of these units and possible implementation problems and techniques. (JD)

ED220421 SP020487

Home/School Communication: Suggestions for Parents. Management for Effective Teaching.

Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date [82]
Note-37p.; For related documents, see SP 020 487-491.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development; Classroom Techniques; County School Districts; Developmental Stages; *Family School Relationship; Home Study; Inservice Teacher Education; Learning Activities; *Parent Role; Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Pilot Projects; Resource Units; Student Needs; Student School Relationship; *Testing
Identifiers-*Project MET

This booklet was designed specifically for the parents of elementary school students in the Fairfax County (Virginia) Public Schools. It forms a part of the support kit developed for the Management for Effective Teaching (MET) project, which offers guidelines for school personnel in meeting the objectives of the school district curriculum Program of Studies. Information contained in this booklet focuses on questions concerning the school system, parent-teacher conferences, testing, home-study activities, and developmental characteristics of children. (JD)

ED220464 SP020890

Leithwood, Kenneth A.; And Others

Describing Teacher Decision Making.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 82

Note-39p.; In: Studies in Curriculum Decision Making.

Available from-Not available separately; see SP 020 889.

Document Not Available from EDRS.

Descriptors-*Curriculum Development; *Decision Making; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Program Improvement; *Student Evaluation; *Teacher Attitudes; *Teacher Behavior; *Teacher Influence; Teacher Responsibility; Teacher Role

Identifiers-Canada

Three studies are presented on the subject of factors considered important by teachers as they make decisions about curriculum. For the first study, information was gathered from a sample of 93 elementary and secondary school teachers. Respondents completed a questionnaire which contained a list of influences on curriculum decisions. Teachers indicated the strength of each influence, the criteria they employed in making curriculum decisions, and the frequency with which each criterion was used. The number of major influences was found to be small and included the teacher's own experiences and the opinion and behavior of students, principals, and other teachers in the school. The second study examined the relationship between teacher beliefs and how these beliefs affected teachers' evaluations of students. Teachers from thirteen junior high schools placed the greatest importance on ability of the students. Of least concern was pressure from parents or parental expectations. Teachers' normative beliefs did not appear to predict their assessment of student achievement. An explanation of the pattern of influences identified in the previous two studies is presented in the third paper, which presents an analysis of the basic needs that teachers attempt to satisfy through their curriculum decision making. (JD)

ED220507 TM820522

Arter, Judith A.

Out-of-Level Versus In-Level Testing: When Should We Recommend Each?

Pub Date Mar 82

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Equated Scores; *Evaluation Methods; Local Norms; Scores; *Testing Problems; Testing Programs; Test Interpretation; Test Norms; *Test Selection; Test Use; *Test Validity

Identifiers-*Out Of Level Testing; Vertical Equating

Specific recommendations are made concerning the circumstances under which the benefits of out-of-level testing outweigh the problems associated with it. Topics explored are: various methods for deciding when a set of test scores is invalid and the utility of these methods for local evaluators, the accuracy of vertical scaling, and the usefulness of "chance level" scores as a criterion for out-of-level testing. The decision to test out-of-level is found to depend on the technical characteristics of the test that will be used, how a district will decide when out-of-level testing is required, the use to which the test scores will be put, and the practical requirements of testing in the district. A decision diagram for deciding when to test out-of-level is presented. (Author/PN)

ED220530 TM820552

Ross, John A.

Adolescent Decision-Making. Final R&D Report (Project #80-4033).

Ontario Inst. for Studies in Education, Peterborough. Trent Valley Centre.

Pub Date 82

Note-88p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adolescents; Curriculum Design; *Decision Making Skills; Field Tests; Foreign Countries; Information Utilization; *Instructional Materials; Junior High Schools; *Mastery Learning; Material Development; *Program Evaluation; Remedial Instruction; *Teaching Methods

Identifiers-Canada

An instructional program to improve adolescent student mastery of real-life decision-making skills produced very positive results in terms of teacher comfort with the program and increased student performance. Five core skills for decision-making were the basis of the program: identification, selection and assessment of decision criteria, information summary and self evaluation. These skills were operationally defined and ordered into performance hierarchies. Detailed, virtually scripted lesson plans and student learning material were constructed. Field testing identified program deficiencies, and revisions were made. Seventh and eighth grade instructional packages for classroom use in remediation and reinforcement were implemented by two boards of education in Eastern Ontario after inservice sessions were presented. The results of student performance data provide positive evidence of effectiveness. (Author/CM)

ED220111 IR010332

Batty, David; Hitchens, Christopher

Information System Design Based on User Concept Systems and User Vocabulary.

Pub Date May 81

Note-12p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (10th, Durango, CO, May 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Oriented Programs; *Indexing; Information Retrieval; *Information Systems; *Lexicography; *Subject Index Terms; Systems Development; *Vocabulary; Word Frequency

Identifiers-*Users

Recent work on the development of Synthesized User Based Terminology Index Languages (SUBTIL), i.e., index and query languages for information systems which employ vocabulary elicited from potential users of the system, is described in this paper. Following a brief review of the literature on thesaurus construction and index languages is a discussion of a proposed procedure for eliciting a common and significant indexing language from a user group. The role of a computer in the procedure is described. Preliminary tests of the procedure are then summarized and the functions performed by a set of computer programs for analyzing the results of vocabulary elicitation are reviewed. Some of the questions which remain to be answered regarding the utility of SUBTIL are outlined, and the potential advantages of the SUBTIL process are considered. A 12-item reference list accompanies the text. (Author/JL)

ED220307 SE039069

Keskulla, Jean; Bussey, Margery Koo

Eating in School - USMES Teacher Resource Book. First Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-009-2
Pub Date 77
Grant-SED-69-01071
Note-274p.; For related documents see SE 039 060-098 and ED 142 362. Revised expanded edition of Lunch Lines, ED 142 379.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Design Requirements; *Dining Facilities; Eating Habits; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Food; *Food Service; Interdisciplinary Approach; Language Arts; Learning Activities; Lunch Programs; Mathematics Education; Nutrition; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to promote changes that will make eating in school more enjoyable. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of an eating in school problem (focusing on eating environment, lunch line flow, and food), and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 4, 5, and 5/6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the investigations. (JN)

ED220340 SE039105

Mitchelmore, M. C.
Cooperative Geometry Research Project. Final Report.
University of the West Indies, Mona (Jamica).
Pub Date Jul 82
Note-61p.; Document may not reproduce well, due to marginal legibility.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Research; Elementary Secondary Education; *Geometric Concepts; *Geometry; *Mathematics Education; *Mathematics Instruction; Teaching Methods
Identifiers-*Jamaica; *Mathematics Education Research

Twenty third-year students from two rural teachers' colleges in Jamaica carried out a coordinated set of individual investigations into children's learning of geometrical concepts during their assignment to schools as intern teachers. All the studies, which covered classes from grade 2 to grade 10, included some initial testing of children's knowledge of a selected topic, the teaching of an experimental unit on that topic, and a post-test to measure what had been learnt; several investigators also interviewed other teachers on their attitudes toward geometry teaching. This report includes abstracts of each teaching study and summarizes the results in terms of children's present knowledge of geometry; their ability and motivation to learn geometry; some linguistic, logical and spatial difficulties they experience; problems which the teacher has to face in organising concrete activities; and some possibilities for integrating geometry with arithmetic and other school subjects. A final section summarizes the findings of the teacher interviews. The general conclusion from the 20 studies is that younger children know very little geometry and older children find the learning of geometry difficult largely because very little geometry is taught in primary schools. (Author)

ED220444 SP020821

Gregory, Lanny; Gregory, Kerri

Folk Dance. A Supplement to the K-12 Physical Education Curriculum Guide. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.

Report No-ISBN-0-86497-041-2

Pub Date 82

Note-38p.; For related documents, see SP 020 816-822.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities; *Dance; Elementary Secondary Education; *Folk Culture; *Movement Education; Physical Activities; *Physical Education; Recreational Activities

This resource package has been designed to assist elementary and secondary school teachers in incorporating folk dancing into physical education programs as well as into other classroom subjects. The first section supplies a "Folk Dance Scope and Sequence Chart" which lists the dances and grade levels appropriate to each. The second section is arranged by grade level, and provides a more detailed description of each dance, including the ethnic or regional origin, the locomotor skills involved, and the formation of the dance. In the third section, suggestions are made for the teacher in preparing for and presenting the lessons. The fourth and fifth sections list basic dance steps and define dancing terms. Sample lesson plans for six dances are included, as well as a bibliography, and a list of record suppliers in Canada and the United Sattes. (JD)

ED220550 UD022478

Farley, Jennie

Academic Women and Employment Discrimination: A Critical Annotated Bibliography. Cornell Industrial and Labor Relations Bibliography Series Number 16.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Report No-ISBN-0-87546-092-5

Pub Date 82

Note-108p.; Not available in paper copy due to institution's restrictions.

Available from-ILR Publications, NYS School of Industrial and Labor Relations, Cornell Univ., Ithaca, NY 14853 ($8.95; five or more, 10 percent discount).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Freedom; Affirmative Action; Annotated Bibliographies; *Court Litigation; *Equal Opportunities (Jobs); Federal Legislation; *Females; Graduate Study; Grievance Procedures; Higher Education; Individual Characteristics; Males; Public Policy; Salaries; *School Policy; Sex Bias; *Sex Discrimination; Social Influences; Spouses; Tenure; *Women Faculty; Womens Education

This annotated bibliography includes 179 citations of journal articles, books, organizational and research reports, papers, conference proceedings, and newspaper articles on sex discrimination in higher education and efforts to eliminate discrimination. Most of the materials have been published after 1970. An introduction to the bibliography provides an overview of the status of women professionals and students in academic institutions, and the changes in status that policy and litigation are helping to bring about. A statistical table presents information on the proportions of women students and faculty in selected American universities/colleges, and a second table provides summaries of court cases concerning discrimination against women professionals in academic institutions. Among the sex discrimination issues that the annotated bibliographic citations cover are tenure; institutional policy; Federal policy and legislation; court litigation; academic freedom; affirmative action; male and female differences in employment levels and salaries; marriage and careers; women scientists; sexual harassment; and the general labor market for women. (Author/MJL)

ED220168 JC820428

Marlette, Julianne M.

Facilitating Economic Development through Linkages between Vocational Education, CETA and Small Businesses: Final Report.

Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire.

Pub Date Nov 81

Note-103p.; Funded by the Comprehensive Employment and Training Act.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Curriculum Development; Education Work Relationship; *Employer Attitudes; Employment Programs; Employment Projections; *Job Training; *Labor Market; Needs Assessment; Questionnaires; *School Business Relationship; *Small Businesses; Surveys; Technical Institutes; Training Methods; Two Year Colleges; *Vocational Education

Identifiers-*Comprehensive Employment and Training Act

In 1981, a project was undertaken by Wisconsin's Vocational Technical and Adult Education (VTAE) District 1 to determine the training and development needs of new small businesses and to establish vocational education linkages between Comprehensive Employment and Training Act (CETA) programs and these businesses. The project involved: (1) a survey of 915 business representatives; (2) interviews with 525 small business owners/operators; (3) conferences on "Resources to Assist Small Businesses" designed to facilitate understanding and interaction among business and resource people; and (4) a videotape presentation depicting the services available to businesses. The survey sought information on the location and characteristics of businesses, years in operation, sources of training and technical assistance, number of employees in specific job categories, satisfaction with worker training, plans for new equipment, preferred type of training, awareness of CETA and VTAE funded training programs, and interest in these offerings. Study findings stress the need for nontraditional delivery systems, on-the-job training, and programs tailored to specific businesses. The report details project objectives, survey methodology and results, and additional project activities. It also presents procedural recommendations, a profile of survey respondents, project conclusions and recommendations, and projected follow-up activities. Appendices include the survey instrument, a resource list, the conference agenda, and tables providing survey responses. (KL)

ED220210 PS013025

Share and Tell: Teacher-Made Materials.
Illinois State Board of Higher Education, Springfield.
Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-138p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Basic Skills; *Disabilities; Elementary School Students; Elementary Secondary Education; Guidelines; High School Students; Instructional Materials; Kindergarten; Kindergarten Children; Language Skills; *Learning Activities; Mathematics; Reading Skills; Resource Materials; Science Activities; *Teacher Developed Materials
Identifiers-Mathematics Skills

Described in this book is a wide variety of teacher-made materials to be used by educators who teach handicapped students in kindergarten through grade 12. (A few materials are appropriate for preschoolers and adults.) The materials included are categorized under 18 major areas: affective education, miscellaneous instructional areas, behavior management, career education, communication between school and home, driver education, industrial arts, language, mathematics, library media, motor skills, physical education, reading, science, social studies, speech, spelling, and typing. Each entry suggests grade levels for which the item is appropriate; describes the purpose and construction of the item, as well as the materials required; gives instruction for use and a cost estimate for making the item; and provides the name and address of the individual who contributed the idea. (MP)

ED220323 SE039085

Sampson, Sue Scott

Ways to Learn/Teach - USMES Teacher Resource Book. Third Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-025-4

Pub Date 77

Grant-SED-69-01071

Note-161p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; *Learning; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to learn or teach someone certain things (spelling, geometry, metric system). The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of teaching/learning problems, and a hypothetical account of

intermediate-level class activities. Section III provides documented events of actual class activities from grades 2-5, 4, and 6-8. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with activities in teaching/learning. (JN)

ED220381 SO014234

Bruce, Bill; And Others

Saint Anne: A Multicultural Education Dilemma.

Pub Date 77
Note-88p.; Some pages are of a light print type.
Available from-William C. Bruce, University of South Carolina at Spartanburg, Spartanburg, SC 29303 ($10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Education; *Community Involvement; Community Role; Cultural Pluralism; Ethnic Studies; Higher Education; *Multicultural Education; Secondary Education; Simulation

This 5-hour simulation is designed to give secondary- and college-level students and community persons the opportunity to deal with multicultural issues in a typical organizational and community setting. St. Anne is a fictitious town of 75,000 residents with two major ethnic neighborhoods--one German and the other Swedish. The local paper industry and labor unions employ a significant number of blacks. A small population of Chicanos are employed as migrant workers. An Indian reservation near town provides additional cultural diversity. To offset some of the problems resulting from recently court ordered desegregation, an ad hoc Committee of Concerned Citizens for Human Relations has submitted a plan to the school board for a school program in multicultural education. The simulation requires each participant to play the role of a community member. Participants must engage in a series of negotiations between various community power and publicity groups concerning the need for a multicultural School Board policy. Each participant must argue for the policy alternative his role supports and attempt to influence the School Board vote on policy alternatives. Provided is an overview of each role, stating community interests, racial or ethnic group, occupation, and the general or specific position concerning the issues to be presented. Also included is a simulation time agenda, a press release, School Board policy statements and action, observer documentation sheet, publicity evaluation sheets, and suggestions for debriefing. (RM)

ED220486 TM820499

Blumenfeld, Phyllis C.; And Others

Children's Cognitions and Feelings about Classroom Moral, Conventional and Achievement Norms.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Grant-NIE-G-78-0190
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Standards; *Classroom Environment; Cognitive Development; Cognitive Measurement; *Cognitive Processes; Elementary School Students; Middle Class Students; Moral Values; Social Attitudes; *Social Cognition; *Student Attitudes
Identifiers-Working Class Students

The development of social cognitions about classroom life and their potential influence on children's classroom behavior were studied. Each of 360 first and fifth grade children from schools in middle class and working class neighborhoods were interviewed using booklets illustrating classroom behavior. The results indicated that children do differentiate among domains of classroom life; their cognitions of importance and emotional responses concerning behaviors are shaped as much by consideration of consequences and external realities as they are by developmentally based changes in comprehension of reasons for these norms. Age differences in perceptions reflect less extreme judgements of goodness and badness and less intense feelings by fifth graders, even in instances where they understand intrinsic rationales for expectations. The fact that rankings of importance and feelings did not differ by age suggests that across moral, conventional and academic domains older and younger children, in a relative sense, perceive and react similarly to the norms of classroom life. It is the degree of their evaluation and affect both that declines and becomes more consistent over time. (Author/PN)

ED220083 IR010306

Ilomo, C. S.

Towards More Effective School Library Programmes in Tanzania. Occasional Paper No. 23.

Tanzania Library Service, Dar es Salaam.

Pub Date 78

Note-10p.; For related documents, see IR 010 288-295, IR 010 297-299, and IR 010 308. Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations; *Educational Development; Elementary Secondary Education; Foreign Countries; Government Role; Legislation; *Library Role; Library Services; *Program Development; *School Libraries

Identifiers-*Tanzania; Tanzania Library Service

Beginning with an overview of the Tanzanian education system, this essay examines the problems associated with school library programs in Tanzania and reviews the steps being taken to improve those programs and enhance the effectiveness of school libraries within the Tanzanian educational system. The actions of the Tanzanian government affecting the performance of school libraries are recounted, the present state of school libraries in Tanzania is described, and the level of school library use is discussed. An outline of the support services provided to school libraries by the Tanzania Library Services is provided, as well as a list of steps toward the improvement of the school library system. (JL)

ED220130 JC820368

Kapraun, E. Daniel; Stephenson, Gwendolyn W.

Organizational Plan and Procedures for Integration of Centralized Counseling with Instructional Divisions.

Saint Louis Community Coll. at Forest Park, Mo.

Pub Date [82]

Note-29p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Advising; *Administrative Organization; *Career Counseling; *Centralization; Community Colleges; *Counseling Services; Counselor Role; Counselor Teacher Cooperation; Guidance Centers; Two Year Colleges

Developed in response to a decision to reorganize the counseling division at the Forest Park Campus of St. Louis Community College from a decentralized to a centralized counseling program, this integration plan represents the results of an effort to upgrade counseling, advising, and job placement services. Following introductory material, the objectives for the reorganization are outlined: to provide counseling and advising services to students and faculty in the instructional divisions while maintaining comprehensive services and resources in the centralized counseling area; to facilitate the development of counselors as generalists; to develop an information base for effective counseling; and to provide for the coordination of counseling functions. Next, the components of the organizational plan are outlined, including sections on the counselor as generalist and specialist, instructional support teams, educational advisors and placement specialists. The report then enumerates the duties of the instructional support team leaders and members and the instructional division associate dean and details procedures for operating the instructional division counseling offices. Next, the report enumerates the procedures for the development of career cassette tapes, to be used by the placement specialists, and for the creation of an academic advising handbook. Finally, a typical schedule of counseling staff meetings is provided. Appendices describe the career cassette tapes and academic advising handbook and offer related materials. (KL)

ED220149 JC820403

Berry, Kathryn; And Others

Rethink, Retool, Renew: A Transitional Model for Institutions.

Pub Date Jul 82

Note-13p.; Paper presented at the General Assembly of the World Future Society (4th, Washington, DC, July 18-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role; *College Planning; Community Colleges; *Organizational Development; *Teacher Participation; Two Year Colleges

In 1980, the environment of Eastfield College was characterized by declining enrollments, reduced funding, staff unrest, and low morale. In response to a collegewide need, Eastfield's Quality of Life project, originally designed to increase community participation, was transformed to focus on participatory organizational renewal. The renewal project was based on responsiveness to immediate needs and interests, spontaneous feedback to ideas, active listening, voluntary participation, and honesty. The renewal process involved small group discussions, brainstorming sessions, risk taking, the organization and follow-up of ideas, the establishment of information networks and support systems, management involvement, and small group activity planning. The process involved participants in creative problem solving and in finding new directions for accomplishing the work to be done. A participatory renewal process is most rewarding and effective when an organization recognizes change as a constant and when managers are aware of the process and structure of change; but however well the models for renewal may be executed, there will be some resistance to change. To reduce this resistance, several factors should be considered, such as achieving agreement on basic problems; ensuring feedback, clarification, and revision; and providing a supportive and accepting environment. (A 50-item questionnaire, which may be used to stimulate discussion, identify potential changes, and assess the organizational climate, is included.) (HB)

ED220250 RC013561

Ross, Peggy J.; Napier, Ted L.

Patterns of Communication in a Rural Population. Research Bulletin 1095.

Ohio Agricultural Research and Development Center, Wooster.
Report No-AGDEX-884
Pub Date Jan 78
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communications; Demography; *Information Needs; *Mass Media; Predictive Validity; Rural Areas; *Rural Population; Socioeconomic Background; *User Satisfaction (Information); Use Studies
Identifiers-*Ohio; *Pattern Analysis

Patterns of communication among residents of a predominantly rural county in Ohio were analyzed in 1975 to examine behavioral and attitudinal patterns regarding mass communication systems, and to test the extent to which variations in attitudes toward mass media were a function of variations in socio-economic and demographic characteristics. Hypotheses addressed three issues: the extent to which rural people relied upon mass media for informational needs; attitudinal dispositions toward mass media; and the explanation of the expected patterns of variations in these dispositions. Respondents (N=345) were predominantly older males and about 45% reported that they were engaged in either full or part-time agriculture. After ranking the five most important county problems (lack of jobs, crime, poor roads, poor leadership, and poor schools), respondents provided information on their use of mass media. The results revealed a high level of mass media usage for all types of informational needs, general satisfaction with the media, low level of perceived credibility in television news reporting, and low ability to predict variations in attitudes about credibility from knowledge of demographic characteristics and other social-psychological orientations. Reliance on mass media had become a dominant pattern of communication within the county. (BRR)

ED220361 SO014187

Brand, Manny
Relationship between Musical Environment and Musical Aptitude.
Pub Date 82
Note-15p.
EDRS Price MF01/PC01 Plus Postage.
Descriptors-*Aptitude; *Educational Environment; Educational Research; Elementary Education; *Family Environment; Grade 6; *Music; Music Education; *Social Environment

The relationship between musical aptitude and musical environment in sixth-grade students is studied. Forty-one students from a suburban middle school were administered a 21-item Music Environment questionnaire which determined whether they or their family played a musical instrument, attended symphony, country-western, and/or rock concerts, had an organ or piano in the home, or played in a school performance group. Students were also administered the Musical Aptitude Profile (MAP) which analyzed their aptitude in tonal imagery, rhythmic imagery, and musical sensitivity. Results indicated that one environmental factor, playing an instrument, significantly correlated with rhythmic imagery. Two environmental factors proved to be valid discriminators between the high- and low-scoring subjects: the high music aptitude students were more likely to have played a musical instrument and attended fewer rock concerts than the low aptitude students. However, none of the other environmental factors were significantly related to MAP scores. These results point to the difficulty that parents and educators have in influencing a sixth-grader's musical aptitude (as opposed to musical skills, achievement, and interest) and to the importance of music in the child's early life. (KC)

ED220422 SP020488

Sample Lesson Plans. Management for Effective Teaching.
Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date [82]
Note-31p.; For related documents, see SP 020 474-491.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Techniques; County School Districts; *Curriculum Development; *Curriculum Guides; Educational Objectives; Elementary Education; Inservice Teacher Education; Interdisciplinary Approach; *Lesson Plans; Pilot Projects; *Resource Units
Identifiers-*Project MET

This guide is part of the Management for Effective Teaching (MET) support kit, a pilot project developed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managaing, and implementing the county's curriculum, Program of Studies (POS). In this guide, a sample lesson plan of a teaching-learning activity is described. Objectives and strategies for the lesson "Integrating Pluralistic Education into the Curriculum" are suggested. References are made to resources which can be found in the POS and correlation charts in other Project MET materials. Suggested activities are in the subject areas of music, health, language arts, social studies, mathematics, and art. (CJ)

ED220508 TM820523

Arter, Judith A.; And Others

State-of-the-Art in Evaluation Reports and in Selecting Exemplary Reports: AERA Competition for Best Report of an Evaluation.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competitive Selection; Decision Making; *Evaluation Criteria; Evaluation Methods; Guidelines; Rating Scales; *Research Reports; *Standards; *State of the Art Reviews; *Writing Evaluation

Identifiers-American Educational Research Association; *Evaluation Reports; Northwest Regional Educational Laboratory

The Northwest Regional Educational Laboratory was involved in selecting the "Best Report of an Evaluation" for the 1981 awards competition of Division H of the American Educational Research Association (AERA). During this process two things became apparent--there was no procedure or set of standards by which to select a best report, and the quality of reports submitted was highly variable. A procedure and a set of criteria were devised for rating the reports. These should prove useful for providing local report writers a simple set of guidelines for preparing reports that have a greater chance of aiding decision making, and for standardizing the AERA procedure for rating reports. This paper describes both the rating scale and the characteristics of the reports examined. In general it was concluded that evaluation reports need to be clearer on the purpose and audience for the evaluation, on specific evaluation questions, and on sound and useful suggestions for program improvement. Also, evaluation reports need to contain a short, but useful, summary which covers the questions of major concern to the audience of the evaluation. (Author/PN)

ED220531 TM820553

Filan, Gary L.; Sullivan, Howard J.

Children's Memory for Words Under Self-Reported and Induced Imagery Strategies.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Development; Grade 2; Hypothesis Testing; *Memory; Performance Factors; Primary Education; Reading Skills; *Visualization; Visual Stimuli; *Word Recognition

Identifiers-*Encoding Processes; *Induced Mental Imagery

The effectiveness of the use of self-reported imagery strategies on children's subsequent memory performance was studied, and the coding redundancy hypothesis that memory is facilitated by using an encoding procedure in both words and images was tested. The two levels of reported memory strategy (imagize, verbalize) were crossed with "think picture," "think word" and "no induced strategy" levels. A 40-item recognition test of words and pictures was the criterion measure administered to second grade students in three Phoenix schools. The main effect, induced memory strategy was statistically significant, reflecting a higher mean score for the "think word" group than for the "no induced strategy" group. Further results are discussed, including the superiority of the "think word" group over subjects who presumably encountered stimuli in both forms, calling into question the redundancy hypothesis. Although no significant differences were associated with reported strategies' effectiveness, it was indicated that most second grade level children do report using a particular memory strategy. Further study of picture stimuli on memory strategies and strategy effects at different age levels is suggested. (CM)

ED220067 HE015426

Presley, Jennifer B.; And Others

Demographic Changes and Their Impact on Higher Education Enrollment in Connecticut. BHE Reports, R-4-81.

Connecticut State Board of Higher Education, Hartford.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Pub Date 22 Sep 81

Grant-G008006650

Note-37p.

Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Students; *Age; *Enrollment Projections; Full Time Equivalency; Full Time Students; *Higher Education; Part Time Students; *Place of Residence; Population Trends; Predictive Measurement; *Statewide Planning; *Undergraduate Students

Identifiers-*Connecticut

Based on a method to estimate undergraduate enrollments using age and residency information, undergraduate projections to 1990 for Connecticut colleges and universities are presented. Implications of the projections for competition among institutions and postbaccalaureate enrollments are also addressed. The projections show little overall decline in total undergraduate headcount enrollment to 1985. If students of the same age and from the same residence areas were to continue to attend the same types of institutions at the same rates as they did in fall 1980, full-time equivalent (FTE) enrollment would fall about 3 percent by 1985. By 1990, the headcount decline would be 6 percent, with an FTE decline of about 11 percent. In addition to headcount and FTE enrollment projections, separate estimates were calculated for full-time and part-time students. No specific projections were made for postbaccalaureate education; however, changes in enrollment at this level will modify overall enrollment levels in institutions offering graduate education. In 1980, 31 percent of all undergraduates in Connecticut institutions were over 24 years old. It appears that adult learners are currently participating at rates that can be expected to compensate substantially for the declining numbers of younger students. The 25- to 34-year-old age group will increase numerically during the 1980s as the population peak moves along, and by 1990, 40 percent of undergraduate students in Connecticut institutions of higher education could be over 24. Additional factors that are likely to influence higher education enrollment are identified, although they are not part of the projection methodology. Assumptions underlying the methodology and the procedures of the methodology are described. (SW)

ED220112 IR010362

Institution Libraries Statistics: 1980-81.
New York State Education Dept., Albany. Div. of Library Development.
Pub Date 81
Note-41p.; For related document, see ED 211 096.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annual Reports; Directories; *Institutional Libraries; Library Circulation; *Library Expenditures; *Library Materials; *Library Networks; Library Personnel; *State Agencies; Working Hours
Identifiers-*Library Statistics

This compilation of annual reports of 163 New York State institution libraries for the year ending March 31, 1981, presents data on total resident population, library materials, total circulation, library hours, percentage of population having direct access, total paid library staff, and dollar expenditures. The institutions represented are concerned with correctional services, drug abuse services, education, health, mental health, mental retardation, and developmental disabilities and youth. In a separate table, a comparative summary indicates annual library expenditures for salary, materials, and other categories by institution type since 1973, including percentages of increase and decrease. Appendices comprise a key to the abbreviations used; a directory of state institutions which includes their addresses, the state department and system with which they are associated, and the names of both the librarian and the head of the institution; a list of public library systems showing the institutions in the same geographical area; and a sample New York State Institution Library Annual Report Form. (ESR)

ED220189 PS012985

McClain, Doris G.
Infant Family Day Care Training: Program Manual.
Los Angeles Mission Coll., San Fernando, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date 81
Note-81p.; For related documents, see ED 188 783 and PS 012 984.
Available from-Doris G. McClain, Project Director, Los Angeles Mission College, 1212 San Fernando Road, San Fernando, CA 91340 (Set containing Program Manual and Discussion and Workshop Sheets, $10.00, plus $1.00 postage).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Caregivers; Course Descriptions; *Course Organization; Early Childhood Education; *Family Day Care; Guidelines; *Lesson Plans; Postsecondary Education; *Training

Materials for organizing and replicating a 10-week training program for improving the skills of family day care providers are offered in this manual. The training program consists of discussion and workshop sessions and a concurrent onsite internship experience for trainees. In the first section, guides for setting up the course of instruction are presented. Several topics such as the following are briefly discussed: trainee recruitment and retention, credit versus non-credit status of the course, establishing an advisory committee, and objectives for trainees. Lesson plans for class and workshop sessions are outlined in the second section. Related materials, including an application form, pretests and posttests, and a certification of completion, are appended.

(RH)

ED220231 RC013532

California Indian Assistance Program Field Directory. A Directory of the California Indian Community.

California State Dept. of Housing and Community Development, Sacramento. Indian Assistance Program.

Spons Agency-Department of Housing and Urban Development, Washington, D.C.

Pub Date Jul 78

Note-206p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*American Indian Reservations; American Indians; Community Size; Federal Indian Relationship; *Federal Programs; Geographic Location; *Maps; Organizations (Groups); Place of Residence; Public Agencies; *State Programs; *Tribes

Identifiers-*California; *Termination of Tribal Status

The 1978 directory of the California Indian community provides tribes, urban centers, organizations, government agencies, and individuals with a tool to improve communications. The first section contains maps of trust lands, tribal locations, terminated lands, and terminated land locations. The two indexes in the map section (one provides information on the 83 California tribes and one provides information on the 37 terminated tribes) are arranged alphabetically by reservation/rancheria and contain the map page number, mailing address, acreage, population membership (resident), county (congressional district), and relevant Bureau of Indian Affairs Agency. The last section contains a listing of approximately 360 California Indian organizations, state agencies, and federal agencies. The listing is arranged alphabetically by city and then by organization within the city. (AH)

ED220270 SE038789

Regan, Alison

Directory of Marine Education Resources. A Guide to Organizations that Provide Information on Marine Education.

Center for Environmental Education, Washington, D.C.

Pub Date 82

Note-90p.

Available from-Center for Environmental Education, Inc., 624 9th St., NW, Washington, DC 20001 ($3.95 plus $.90 postage).

Document Not Available from EDRS.

Descriptors-Animals; Ecology; Elementary Secondary Education; Environmental Education; Higher Education; *Information Centers; *Information Sources; *Marine Biology; Oceanography; *Organizations (Groups); *Program Descriptions; *Resource Materials; Scientific Research; Wildlife

Identifiers-*Marine Education

This directory of organizations providing information on Marine Education is organized into four sections. Section I is an alphabetical listing of all organizations included in the directory, indicating services available from each organization (education materials, conferences/workshops, teacher training, library, technical assistance, speakers, publications, audio-visuals, field study/labs, and research/study vessels). Organizations are grouped alphabetically under different subject areas in Section II, including birds (waterfowl); conservation, management, protection, and public awareness; educational recreation; fishes (fisheries); inshore/inland ecosystems; K-12 and general education; marine mammals; offshore ecosystems; reptiles and amphibians; and scientific research. Section III contains a list of large governmental and private computer data base information centers and the environmental education coordinator for each state. Section IV is a state by state alphabetical listing of each organization in this sourcebook. Entries list address, contact person, focus of the group, and the services ano materials available from each. Additional information is provided in four appendices, listing (1) toll-free numbers concerning everything from general information to whale stranding stations; (2) regional and other resource directories; (3) grants available from organizations and to whom they are made available; and (4) locations of United States National Marine Sanctuaries. (Author/JN)

ED220290 SE038815

Brennan, Matthew J.; And Others

Energy and My Environment. Teachers' Guide, 4-6.

Governor's Office of Energy, Tallahassee, Fla.

Pub Date Jun 82

Note-165p.; For related documents, see SE 038 814-818.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Conservation Education; Ecology; *Elementary School Science; *Energy; *Energy Conservation; *Environment; Environmental Education; Fuels; Intermediate Grades; *Learning Activities; Science Activities; Science Education; Solar Radiation; Teaching Guides; Units of Study

Identifiers-*Energy Education

Energy activities and lesson plans for grades 4, 5, and 6 (grouped into seven units representing seven major conceptual schemes) are provided in this teachers' guide, with a unit at each grade level for each conceptual scheme. Conceptual schemes addressed include: (1) energy is the ability to do work; (2) energy comes from the sun; (3) energy can be changed from one form to another; (4) the sun is the earth's chief source of radiant energy; (5) people use energy to satisfy their needs; (6) energy supplies are limited; and (7) living things are interdependent with one another and with their environment. Each unit includes a pre-/post-test evaluation instrument, lesson plans, and supplemental activities. Lesson plans consist of a specific energy concept, objective, and instructional strategies for introducing, developing, and extending the lesson. Purpose, materials, and procedures are provided for each of the supplemental student activities. The guide begins with a brief introduction to teachers and statement of the energy policy for Florida and concludes with a list of key vocabulary words (Enerwords), bibliography, sources of energy information and teaching materials, and an evaluation sheet. (JN)

ED220401 SP019903

Ajie, Victor Elemchuku Nawaji

A Critical Study of In-Service Teacher Education for Primary School Teachers in Rivers State Nigeria. African Studies in Curriculum Development & Evaluation No. 8.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
Pub Date 81
Note-66p.; Poor print may not reproduce well.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; *Administrator Education; Elementary Education; Foreign Countries; Government Role; Higher Education; *Inservice Teacher Education; Teacher Certification; *Teacher Improvement; Teacher Qualifications; Teacher Recruitment; *Teacher Supply and Demand; *Teaching Experience
Identifiers-*Nigeria

This four-chapter study presents the results of an examination of inservice teacher education needs for primary school teachers in Rivers State, Nigeria. Chapter 1 presents an overview and analysis of the needs, and highlights the introduction of universal primary education in 1970, school enrollment increases, the short supply and inadequate training of primary school teachers. The need for retraining of both qualified and unqualified (uncertified teachers) to upgrade their professional knowledge is discussed. Inservice programs for headmasters and qualified teachers are also discussed. Chapter 2 presents a review of the inservice education literature, methodology of the study, sources of information, and design of the study. Chapter 3 presents descriptions of inservice education in the Rivers State: (1) special courses for unqualified teachers; (2) seminars, lectures, conferences and workshops; (3) inservice courses or refresher courses for headmasters and other qualified teachers; and (4) headmaster inservice for the Advanced College of Education qualification. Conclusions and recommendations for improving inservice delivery in the state complete the study. The questionnaires used in eliciting information are appended.

ED220445 SP020822

K-12 Physical Education. 1981. Curriculum Guide.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-006-4
Pub Date 81
Note-579p.; For related documents, see SP 020 816-821. The learning goals and objectives scope and sequence chart referred to in the document was removed because of reproduction problems.
EDRS Price - MF03/PC24 Plus Postage.
Descriptors-Athletic Equipment; Class Activities; *Curriculum Development; *Developmental Stages; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Lesson Plans; Lifetime Sports; *Physical Education; Physical Education Facilities; Physical Fitness; *Program Development; Student Characteristics; Teaching Methods
Identifiers-Manitoba

This physical education curriculum guide for kindergarten through twelfth grade has two main components. The first is a program overview that includes information relating to program organization and implementation for early, middle, and senior grades. The second section contains suggested activities and teaching notes for realizing specific program objectives. The overall goals are that students should: (1) develop physical wellbeing; (2) develop desired movement patterns through the neuromuscular system; (3) express ideas, thoughts, and feelings with confidence through physical activity; (4) develop independence in pursuing physical activity throughout life; (5) develop safety and survival practices; and (6) develop positive social interactions through a variety of physical activities. These goals remain constant throughout the entire program, although the objectives which prepare students to reach the goals vary according to stages of maturation and learning. Developmental characteristics, time allotments, lesson plans, activities, class organization, and evaluation methods are outlined for early, middle, and senior grades. Appendixes contain an equipment list, a safety checklist, a sample lesson plan, a discussion of legal liability, and a bibliography. (JD)

ED220465 SP020891

Ross, John A.; And Others
Describing Typical Interventions.
Ontario Inst. for Studies in Education, Toronto.
Pub Date 82
Note-108p.; In: Studies in Curriculum Decision Making.
Available from-Not available separately; see SP 020 889.
Document Not Available from EDRS.
Descriptors-Administrator Role; Boards of Education; Change Agents; College Faculty; *Consultants; *Curriculum Development; *Decision Making; Elementary Secondary Education; Foreign Countries; Guidelines; *Influences; Instructional Materials; Intervention; Policy Formation; *Principals; State Departments of Education; *Superintendents; Teacher Attitudes; Teacher Effectiveness; Technical Assistance
Identifiers-Canada

Six papers, which comprise Part II of "Studies in Curriculum Decision Making," explore: (1) actions taken by those in nonteaching roles to facilitate teacher effectiveness; (2) how helpful these actions are likely to be; and (3) what individuals in nonteaching roles can do to assist teacher effectiveness. Interviews and questionnaires obtained information on functions and roles of: (1) school principals; (2) consultants; (3) area superintendents; (4) university faculty; (5) developers and users of commercially and locally produced curriculum materials; and (6) Ministry of Education personnel. Discussion in the papers on the role and influence of nonteaching change agents, curriculum managers, and external change agents point to the need for improvement of intervention strategies. (JD)

ED220341 SE039106

Burton, Grace M.

The Mathematics Student Q-Sort.

Pub Date Aug 82

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research; Elementary Secondary Education; Higher Education; Learning Theories; *Mathematics Education; *Q Methodology; *Research Tools; *School Surveys; *Self Evaluation (Individuals); Surveys

Identifiers-*Mathematics Education Research

This document describes a Q-sort package that is seen to provide effective, easily-scored self-concept assessment which is role-specific and does not require student norms. The package is designed to provide data about student perceptions of behavior for use by researchers, mathematics supervisors, program developers, or teachers. It is noted that self-concept has long been regarded as an important dimension of education at all levels, and that the Q-sort presented could be used to investigate differences between groups of students in: (a) perceptions of behavior of ideal mathematics students; (b) self perceptions; and (c) self concept as measured by any discrepancy between ideal and self perception Q-sorts. The instrument is built around a set of 24 statements relating to the behavior of mathematics students, and uses decks of computer cards designed for analysis through computer programs. Students Q-sort the actual cards that are to be automatically processed. It is noted that additional information on this instrument's use is available, and an offer is made to put researchers who use this Q-sort in touch with each other. (MP)

ED220423 SP020489

Bibliography. I: Self-Concept: Its Effect upon School Achievement. II: Discipline in Schools. III: Motivating the Student. IV: Teaching Basic Skills. Management for Effective Teaching.

Fairfax County Public Schools, VA. Dept. of Instructional Services.

Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.

Pub Date [81]

Note-22p.; For related documents, see SP 020 474-491.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Basic Skills; Classroom Techniques; County School Districts; *Discipline; Elementary Education; Inservice Teacher Education; Pilot Projects; *Self Concept; *Student Motivation; Student Rights; Teaching Methods

Identifiers-*Project MET

This bibliography was prepared by the Management for Effective Teaching (MET) Project for elementary school teachers in the Fairfax County (Virginia) Public Schools. Materials referred to in this bibliography may be found in the Fairfax County Public Schools Professional Library. Citations were drawn from four major topic areas: (1) self concept; (2) student motivation; (3) discipline in the school; and (4) basic skills instruction. Subject-specific materials, in the areas of art, early childhood education, elementary education, English as a second language, English language arts, Head Start program, mathematics, music, science, social studies, and Title I, are listed along with films on the subject of student rights. (JD)

ED220551 UD022479

Project: Ways to Improve Education in Desegregated Schools (WIEDS). Final Interim Report.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-80-0107
Note-133p.; For related document see ED 209 411. Not available in paper copy due to institution's restrictions.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Community Involvement; *Desegregation Effects; *Educational Improvement; Information Dissemination; *Inservice Teacher Education; Minority Group Children; Models; Multicultural Education; *Program Development; Program Evaluation; Racial Attitudes; Racial Integration; *School Desegregation; *School Effectiveness; Self Concept; Teacher Attitudes; Whites

The current phase of the Ways to Improve Education in Desegregated Schools (WIEDS) project is described in this final interim report. In 1981, the project sought to develop, test, and produce a model and set of guidelines for more effective inservice teacher education in desegregated schools. The goal, design, and methodology (including information collection procedures) of the project are described, and a list of implications (in a summarized format) follow each of these major findings: (1) desegregation increases achievement gains and positive self concepts of minority students and positive racial attitudes among all students; (2) desegregation is most effectively accomplished when it is publicly affirmed; (3) student improvement is promoted when children are supported by staff and accepted by peers; (4) relatively few educators have received cross-cultural training; (5) appropriate racial-relations training positively affects desegregation outcomes; (6) needs assessment is important for the planning and evaluation of inservice training; (7) broadly based collaborative planning and decision making improve inservice education; (8) school districts should have clearly defined budgets that realistically reflect the resources and funds needed for inservice education; and (9) rigorous and ongoing evaluation improves the effectiveness of inservice training. Appended to this report are the results of a pilot evaluation of the WIEDS model and guidelines; a detailed report on the WIEDS project; and an annotated list of resources on desegregation, multicultural education, and inservice training. (Author/ML)

ED220089 IR010308

Ilomo, C. S.

Recruitment of Library School Teachers in Developing Countries. Occasional Paper No. 26.

Tanzania Library Service, Dar es Salaam.
Pub Date 77
Note-17p.; For related documents, see IR 010 288-295, IR 010 297-299, and IR 010 306.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developing Nations; Doctoral Degrees; Employment Qualifications; Evaluation Criteria; *Faculty Recruitment; Higher Education; *Library Education; *Library Schools; Library Science; Research Skills; Standards; *Teacher Qualifications; *Teacher Selection

In this essay, the major issues involved in the recruitment and selection of qualified faculty for library schools in developing countries are considered, with frequent references to faculty recruitment practices and policies which have proven effective in developed countries such as the United States and Great Britain. The topics addressed include standards for education in librarianship, success in faculty recruitment, the "ideal" faculty, the importance of doctoral degrees in candidate evaluation, the importance of library experience for library educators, the importance of teaching and research skills in library education, and the role of faculty publications in developing a library school's academic reputation. A 50-item reference list accompanies the text. (JL)

ED220150 JC820404

Hodges, Daniel L.

How to Improve Your Students' Learning through Practice Exercises and Feedback.

Pub Date Sep 80

Note-7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Community Colleges; *Feedback; *Learning Activities; Objective Tests; *Problem Sets; Two Year Colleges

Research indicates that students' learning performance can be improved through techniques of "action-feedback-correction," which involves the student answering questions, feedback on which answers are right and which wrong, and repetition of the process until the right answer is achieved. Such a system can easily be devised using objective practice exercises and standard answer sheets, on which incorrect answers are marked, but not corrected, before the sheets are returned to the student. Efforts should be made to ensure that students do not cheat; that they do not answer the questions until they have studied the assignment or read the material; and that the scoring, feedback, and correction parts of the process are carried out. Time can be saved through scoring the tests by machine, as opposed to by hand, although hand-scoring increases the link between student and instructor. Instructors can minimize the time spent in writing questions by focusing on the fundamentals section of the course, e.g., on key definitions, problem-solving techniques, and critical principles. The benefits of the action-feedback-correction technique include individualized instruction at low cost, a clear communication of learning objectives, improved student learning, and better monitoring of student progress. (HB)

ED220169 JC820430

Crandall, William H.; Niesl, Joseph

A Curriculum Evaluation Study of Commercial Art Programs in the Wisconsin Vocational, Technical and Adult Schools: Final Report.

Milwaukee Area Technical Coll., Wis.
Pub Date [80]
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Art Education; College Graduates; *Commercial Art; *Employee Attitudes; *Employer Attitudes; *Employment Qualifications; Graduate Surveys; Job Performance; *Job Skills; Outcomes of Education; Program Evaluation; State Surveys; Technical Institutes; Two Year Colleges; Two Year College Students; Vocational Education
Identifiers-*Wisconsin

A study of 2-year associate degree commercial arts programs in Wisconsin was conducted to determine the entry-level job requirements of commercial artists on a statewide basis; to identify skill tasks, performance levels, and learning experiences required of commercial artists; to evaluate the relevance of 2-year programs to industry requirements; and to ascertain revisions necessary to improve the quality of instruction and the relevance of programs. Personal interviews were conducted with art supervisors from a sampling of firms and with graduates from associate degree programs. In addition, questionnaires were sent to graduates from three Wisconsin colleges (N=180), employers of graduates (N=68), and various industrial employers thought to employ artists (N=99). Findings, based on responses from 38% of the graduates, 28% of the graduate employers, and 67% of the industrial employers, included the following: (1) the most common areas of employment were keyline, paste-up, advertising lay-out, and graphic design; (2) 48% of the graduates earned less than $500 per month in their first job after graduation; (3) employers of graduates considered basic math knowledge, reading skills, printing terminology, drawing, and keyline/paste-up as essential skills for employees; and (4) general industrial employers felt courses should be required in drawing, keyline/paste-up, and graphic design. The report details survey responses and specifies the competencies required of commercial artists. (HB)

ED220211 PS013028

Sugarman, Susan

Children's Early Thought: Developments in Classification During Language Acquisition.

Spons Agency-National Science Foundation, Washington, D.C.; Northwestern Univ., Evanston, Ill.
Pub Date May 82
Grant-NSF-BNS-8118223
Note-15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences; *Classification; Cognitive Development; *Cognitive Processes; *Object Manipulation; *Preschool Children; Preschool Education; Research Methodology
Identifiers-*Developmental Patterns; *Piagetian Theory; Rationality

Discussed are results of studies of the cognitive development of 2- and 3-year-old children which suggest that the mind makes gains in the ability to think as gains in language development are made. "Thinking" in this context refers to the judgments children made as they selected objects and maneuvered them into one arrangement or another. A study of forty 1- to 3-year-old children's spontaneous manipulations of a series of object sets (divisible into two classes of four objects each) indicated two major shifts in the children's conceptual structuring. The first shift in structuring, which was found to occur during the second year, involved the construction of explicit similarity or equivalence relations between discrete objects. Beginning at 12 months, children selecting same-class objects tended to manipulate one type of object throughout a task. Between 12 and 24 months children produced two-class groupings only by arranging one class at a time. The second shift in structuring, which occurred in the third year, involved a change in the procedure children used to construct two-class groupings. Half the 30- and 36-month-old children shifted between classes as they grouped items. It is concluded that age difference in manipulative procedure suggests a difference in conceptual strategy. Implications of the findings for Piagetian theory are discussed. (RH)

ED220251 RC013562

Napier, Ted L.; And Others

Factors Affecting Unemployment Status among Residents of a Lesser Developed Region of Ohio. Research Bulletin 1104.

Ohio Agricultural Research and Development Center, Wooster.
Report No-AGDEX 882
Pub Date Oct 78
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Age; Dependents; Employment Opportunities; *Heads of Households; Human Capital; Organizations (Groups); Participation; *Poverty Areas; *Predictor Variables; Rural Areas; Rural Population; Social Exchange Theory; *Unemployment; Work Experience
Identifiers-Length of Residence; *Ohio

The relationship of human capital formation variables and unemployment status was evaluated by interviewing 1,493 families (1 adult member responded per household) in 1975 in a 5-county area of rural, Appalachian Ohio. The primary research objective was to determine the factors predictive of length of unemployment using the "investment" variables of age, education, occupational background, number of children living at home, length of residence in the region, and formal group membership. Approximately 20% of the respondents indicated that the primary family income earner had been unemployed for a period of time during the preceding year; 30 respondents reported unemployment time periods greater than 12 months. Findings revealed that the "investment" variables selected for investigation were basically insignificant in the explanation of length of unemployment and unemployment status (employed vs. unemployed) among residents. Household heads who were unemployed for extended periods of time could not be distinguished from heads of households who had been unemployed for shorter periods of time. The discriminant analysis findings also demonstrated that the "investment" variables were unable to discriminate between unemployed and employed groups. Thus, the major conclusion of the study was that the theoretical perspective offered to explain unemployment within the study areas must be repudiated. (BRR)

ED220308 SE039070

Brady, L. Ray, Jr.

Getting There - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-010-6
Pub Date 77
Grant-SED-69-01071
Note-227p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Locational Skills (Social Studies); *Map Skills; Mathematics Education; *Problem Solving; Process Education; Resource Materials; *School Orientation; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find ways to overcome difficulties in getting from one place to another. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of problems, and a hypothetical account of primary-level class activities. Section III provides documented events of actual class activities from kindergarten and grades 1, 5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220362 SO014194

Hughes, Gail, Comp.

Intercultural Education Bibliographies. Elementary/Secondary Level.

Pub Date 81

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cross Cultural Studies; Curriculum Guides; Elementary Secondary Education; *Ethnic Studies; Films; *Global Approach; Instructional Materials; *International Studies; *Multicultural Education; Simulation; Teaching Methods

Over 250 books, journals, films, educational programs and kits, teachers' guides, other bibliographies, and publishers concerned with multicultural education in the secondary and elementary schools are listed. Entries are arranged alphabetically by author under topics of intercultural education and training; internationalizing and interculturalizing curricular areas; global perspectives and international development studies; multicultural education, ethnic studies, and human relations; cross-cultural communication; and intercultural journals and publishers of relevant materials. Most entries were published after 1970. (KC)

ED220382 SO014235

Teaching about Immigration Issues [and] Immigration: Questions and Answers.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date Jul 82

Note-21p.; Photographs and some charts containing print on a colored background may not reproduce clearly.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education; Discussion (Teaching Technique); *Immigrants; Learning Activities; *Refugees; Research Projects; Secondary Education; Social Studies; Teaching Methods

This issue of "Interchange" contains a reading, discussion questions, activities, and ideas to help educators teach secondary students and adults about immigration issues. Students are expected to read and discuss the reading entitled "Immigration: Questions and Answers." This reading analyzes the concerns about current levels of immigration and refugee admission and responds to the questions most asked with the most reliable and up-to-date information available. Also included in the newsletter are discussion questions, activities, and research ideas designed for use with the reading. Group activities involve students in designing an immigration policy of their own and listing and discussing positive contributions and negative impacts of immigration. Two examples of ideas for further study include writing a paper on the many immigrants to the United States who became Nobel prize winners or became well-known in the sciences, arts, or politics and researching local attitudes toward legal and illegal immigration by conducting a survey of the student body, parents, or the community. Also provided in the newsletter is a list of organizations with an interest in immigration and refugee issues. (RM)

ED220487 TM820500

Ferguson, Richard L.

Issues in the Next Decade of Secondary and Postsecondary Educational Assessment.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards; Accountability; *Educational Assessment; *Educational Trends; Minimum Competency Testing; *Postsecondary Education; *Secondary Education; State Standards; *Testing

A number of forces are likely to contribute to future issues in educational assessment: (1) reduction in government resources, (2) financial pressures broadening the diversity of post-secondary applicant pools; (3) adult student emergence at the post secondary level; (4) concern with accountability of schools and educators; (5) strengthening of the relationship between education and work; and (6) capability and availability of technology in education. A discussion of these six factors and how they relate to students, educators and the public (those involved with educational assessment) is presented. Students of all ages repeatedly indicate high interest in educational and vocational decision help. Schools will continue to face the "standards" issue. The concern of standards regarding student performance will also be apparent through public scrutiny of schools and cause an increase in educational accountability. Emphasis on educational standards may result in the effective use of extant measurement tools through the integration of these measures into the instructional process. The concern of the public for educational quality has resulted in the growth of "minimum competency" testing for students and the adoption by many states of stringent standards for teacher educational programs. (Author/PN)

ED220532 TM820554

Korth, Willard; Cornbleth, Catherine

Classroom Activities as Settings for Cognitive Learning Opportunity and Instruction.

Pub Date Mar 82

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities; Classroom Observation Techniques; *Classroom Techniques; *Cognitive Processes; Cognitive Style; *Junior High Schools; Junior High School Students; Learning Processes; *Teaching Methods

Identifiers-Cognitive Research

The nature of classroom activities, cognitive learning opportunities, and instruction in seventh and eighth grades within the academic subject areas was examined. The purpose was to describe and interpret classroom learning opportunities in terms compatible with the complexity of typical classroom events and teachers' understanding of those events. Twelve English, science, and social studies teachers and 550 students from 3 northeastern seventh and eighth grade suburban schools participated in the study. Each classroom was observed 4 times by a project team member for a total of 92 observations. During each observation, the following information was recorded: (1) the nature and duration of academic activities; (2) the type of academic tasks students were expected to accomplish during each activity; and (3) the nature of any cognitive instruction provided. On the basis of observers' descriptive data, multivariate analysis revealed significant subject area differences in academic activity time and in task type. Data analyses did not reveal significant differences between grade levels or perceived class abilities. If cognitive instruction is to be provided to help students take advantage of cognitive learning opportunities embedded within classroom activities, it seems important not only to increase teachers' awareness and knowledge about cognitive tasks and instruction but to offer workable strategies compatible with teacher perspectives and classroom management constraints. (PN)

ED220113 IR010364

Morrison, LaVerne; And Others

Library Learning Resources Facilities--New and Remodeled.

Texas Education Agency, Austin.
Pub Date [Jun 82]
Note-89p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accessibility (for Disabled); Check Lists; *Educational Facilities Design; Elementary Secondary Education; Furniture; *Learning Resources Centers; Library Collections; Library Equipment; Library Facilities; *Library Planning; School Libraries; Space Utilization; *Specifications
Identifiers-*Floor Plans

This guide to the planning and design of school library or learning resources centers (LRC) is divided into two parts. Guidelines provided in the first section cover the planning responsibilities of the district LRC director and the learning resources specialist/librarian; development of educational specifications; location; required spaces; furniture; security systems; accessibility by the handicapped; and special areas such as darkrooms, television and microcomputer center facilities, and teacher workrooms. Also included are sample educational and furniture specifications, recommendations for space allocation, and a check list of the kinds of information needed to develop specifications for a specific LRC. The second part contains floor plans from 43 Texas school library facilities. Information provided for each school includes the name, address, and telephone number of the school librarian or administrator, the grades served, school enrollment, number of library staff, floor space, funding, library holdings, and a brief program description. (ESR)

ED220131 JC820377

Dallas, Susan, Ed.

The Literacy Crisis. CSCC Bulletin, Issue 5.

Center for the Study of Community Colleges, Los Angeles, Calif.
Pub Date 82
Note-6p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Literacy; Community Colleges; High Risk Students; Multicampus Districts; Program Descriptions; *Remedial Instruction; Remedial Programs; Student Personnel Services; Two Year Colleges; Writing Exercises; *Writing Instruction; Writing Skills

One of the most difficult problems facing colleges today is dealing with students whose basic skills are too low to allow them to benefit from college-level studies. While some institutions seem to have given up expectations for underprepared students' achievement, others have instituted massive programs of individualized counseling and tutoring as a supplement to remedial coursework. Evidence suggests that these compensatory programs are effective in increasing reading levels and lowering dropout rates; however, these programs also introduce a number of problems and questions of program design, costs, teacher morale, and selective admissions. Several options are available to colleges to reconcile the conflict between maintaining academic standards and open admissions. Most practical and desirable may be to allow any student to enroll in any course, but to limit the number of courses a poorly prepared student may take and mandate the use of support services. Poor writing ability may be improved by an approach called "writing across the curriculum." Based on the premise that writing can and should have an integral role in any course, the approach utilizes techniques including journals and notebooks, which can be extremely versatile teaching tools in many disciplines, and brief, in-class writing periods, which can stimulate discussion, clarify issues, and reinforce learning experiences. (Brief descriptions of remedial, English as a Second Language, and study skills programs at six multi-campus urban community college districts are included.) (AYC)

ED220190 PS012989

Tseng, Rose Y. L.; And Others.

Eating Habits of Students in California Public Schools: A Summary of a Study of the Nutritional Quality of Food Available and the Eating Habits of Students in California Public Schools.

California State Dept. of Education, Sacramento. Office of Child Nutrition Services.

Pub Date 81

Note-30p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.50, plus sales tax for California residents).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Eating Habits; *Elementary School Students; Elementary Secondary Education; *High School Students; *Nutrition; *Public Schools; Research Methodology; State Legislation; State Surveys

Identifiers-*California

Highlights of a study of foods sold in the public schools of California are presented in this summary report. The research examined types of food available, nutritional quality of available foods, eating patterns and nutrient intake of students during school hours, and total nutrient intake of students during a 24-hour period. Additionally, relationships were investigated among the foods available on campus, the nutrient intake of students, and the following factors: school size, socioeconomic status of students, ethnic distribution of students, and rural/suburban/urban location of the schools. The study involved inquiry and observations of fourth-, eighth-, and eleventh-grade students at 299 randomly selected schools. Various methods, such as pretested questionnaires and on-site visits, were used to gather data. Methods and results of the study are discussed, and recommendations derived from the research effort are presented. (RH)

ED220232 RC013533

Fiscal Accounting Manual.

California State Dept. of Housing and Community Development, Sacramento. Indian Assistance Program.

Spons Agency-California State Office of Planning and Research, Sacramento.; Department of Housing and Urban Development, Washington, D.C.

Pub Date 30 Jun 74

Note-47p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians; *Bookkeeping; *Grants; *Money Management; Payroll Records

Identifiers-Tribal Councils

Written in simple, easy to understand form, the manual provides a vehicle for the untrained person in bookkeeping to control funds received from grants for Indian Tribal Councils and Indian organizations. The method used to control grants (federal, state, or private) is fund accounting, designed to organize rendering services on a non-profit basis. Primary objectives in establishing the accounting system and general policies and standards by which grants operate are the following: (1) to provide management with financial data to assist in planning, evaluation, and control of grant operations; (2) to provide accurate accounting for control of assets, insure expenditures, and use of resources; (3) to summarize historical data projecting cost elements and categories for budget purposes; and (4) to prepare reports as a vehicle of communicating managerial information. Examples and detailed information are outlined on the following topics: internal control, accounting records to be maintained, payroll register, petty cash fund, documentation, daily cash control, and chart of accounts. (ERB)

Brennan, Matthew J.; And Others
Energy and My Environment. Teachers' Guide, 6-8.
Governor's Office of Energy, Tallahassee, Fla.
Pub Date Jun 82
Note-282p.; For related documents, see SE 038 814-818.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Conservation Education; Ecology; *Elementary School Science; *Energy; *Energy Conservation; *Environment; Environmental Education; Fuels; Intermediate Grades; Junior High Schools; *Learning Activities; Middle Schools; Science Activities; Science Education; *Secondary School Science; Solar Radiation; Teaching Guides; Units of Study
Identifiers-*Energy Education

Energy activities and lesson plans for grades 6, 7, and 8 (grouped into seven units representing seven major conceptual schemes) are provided in this teachers' guide, with a unit at each grade level for each conceptual scheme. Conceptual schemes addressed include: (1) energy is the ability to do work; (2) energy comes from the sun; (3) energy can be changed from one form to another; (4) the sun is the earth's chief source of radiant energy; (5) people use energy to satisfy their needs; (6) energy supplies are limited; and (7) living things are interdependent with one another and with their environment. Each unit includes a pre-/post-test evaluation instrument, lesson plans, and supplemental activities. Lesson plans consist of a specific energy concept, objective, and instructional strategies for introducing, developing, and extending the lesson. Purpose, materials, and procedures are provided for each of the supplemental student activities. The guide begins with a brief introduction to teachers and statement of the energy policy for Florida and concludes with a list of key vocabulary words (Enerwords), bibliography, sources of energy information and teaching materials, and an evaluation sheet. (JN)

Bernstein-Sidney, Ethel

Weather Predictions - USMES Teacher Resource Book. Fourth Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-026-2

Pub Date 76

Grant-SED-69-01071

Note-178p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; Meteorology; Physical Sciences; Prediction; *Problem Solving; Process Education; Resource Materials; *Science Activities; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum; *Weather

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

Because student activities are often restricted by inclement weather, this Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to predict weather to help them plan activities and schedules. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of weather prediction problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2/3, 5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with weather prediction activities. (JN)

ED220402 SP020079

Ross, John A.; Maynes, Florence J.

Teaching Problem-Solving. Informal Series/43.

Ontario Inst. for Studies in Education, Toronto.

Report No-ISBN-0-7744-5040-1

Pub Date 82

Note-208p.

Available from-The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 ($9.95).

Document Not Available from EDRS.

Descriptors-*Attribution Theory; Cluster Analysis; Cognitive Processes; *Comparative Analysis; Critical Thinking; *Decision Making; Evaluative Thinking; Interdisciplinary Approach; *Multivariate Analysis; *Problem Solving; Student Motivation; Testing; Transfer of Training

This monograph is designed to provide practical classroom suggestions, including sample lesson plans, to show how teachers can improve the problem-solving competence of students at all educational and ability levels. The examples provided show that problem-solving instruction can be integrated with teaching the content of particular topics. While the subjects of science and geography are used as demonstration topics, the techniques outlined can be applied to other subjects. In considering problem situations in a variety of subjects, four types of problems tend to recur. The most common type is the comparative problem, in which students are required to find similarities and differences between two or more entities. Almost as common are decision-making problems, in which students are required to select the best course of action in a complex situation. Less common are correlational problems, in which students try to find a statistical relationship between two or more variables which they cannot physically manipulate. Relatively rare (in subjects other than science) are experimental problems in which a causal relationship is established between two or more variables by physically manipulating the variables. The characteristics of each of these types of problems are described and illustrated and problem-solving skills each requires are discussed. Explicit lesson plans outline step-by-step techniques for solving problems in each category. A chapter is devoted to a discussion of testing problem-solving results--criteria for judging the adequacy of testing devices, methods of testing, and grading solutions. A discussion is included on field testing exemplary courses in problem-solving techniques. (JD)

ED220446 SP020823

Native Peoples: Department of Education Resources pertaining to Indians, Inuit, and Metis.
Manitoba Dept. of Education, Winnipeg.
Pub Date 82
Note-301p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-American Indian Culture; American Indian Languages; American Indian Literature; *American Indians; *Canada Natives; Cree; *Educational Resources; Elementary Secondary Education; *Eskimos; Ethnic Groups; Foreign Countries; *Latin Americans; Ojibwa
Identifiers-*Metis (People)

This revised edition of Native Peoples was prepared to provide information for teachers, librarians, and others interested in materials about North American Indians, Inuit, and Metis. It also includes an appendix of resources relevant to Central and South American Indian cultures. Annotated citations of reading materials are provided as well as lists of audiovisual materials and periodicals. Topics covered for these groups include: (1) arts, crafts, music, and recreation; (2) literature; (3) autobiography and biography; (4) contemporary and historical life; (5) native languages; and (6) religion and mythology. Resource materials listed in this book are available from the Department of Education Library located in Winnipeg, Manitoba. (JD)

ED220466 SP020892

Robinson, F. G.; And Others

Improving Curriculum Decision Making.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 82

Note-133p.; In: Studies in Curriculum Decision Making.

Available from-Not available separately; see SP 020 889.

Document Not Available from EDRS.

Descriptors-Action Research; *Change Agents; *Change Strategies; *Curriculum Development; *Decision Making; Educational Innovation; Elementary Secondary Education; Foreign Countries; Policy Formation; *Program Implementation; *Teacher Role

Identifiers-Canada

Seven papers in Part III of "Studies in Curriculum Decision Making" bring forward views on improving curriculum decision making. The first paper outlines actions that may be taken to strengthen Ministry of Education guidelines. In the second paper, the teacher's role in curriculum planning is examined. The teacher as a user of research, participant in research, and as an active partner in curriculum development is discussed in the third paper. The concept of curriculum emphasis (globally different purposes for teaching a given subject) is offered as a topic for future investigation in the fourth paper. The fifth paper, "The Choice of Successive Approximations to an Ideal (A Levels-of-Use Profile in Mathematics," addresses the widely shared image of the mathematically educated person and how the progressive implementation of this image, in closer approximation in practice, can be productively construed in decision-making terms. The sixth paper describes a strategy for managing implementation of curriculum innovations. The seventh paper identifies skills required by the curriculum manager (or in some instances, the external change agent) in using implementation strategies developed in the sixth paper and strategies for performing curriculum planning, development, and evaluation tasks. (JD)

ED220509 TM820524

Diaz, Kathy

Special Education Program Evaluation: District Report, Fall 1981.

Albuquerque Public Schools, N. Mex.

Pub Date [81]
Note-74p.; Colored pages may not reproduce clearly.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; Achievement Gains; *Board of Education Policy; Elementary Secondary Education; *Program Effectiveness; *Program Evaluation; Program Improvement; *Special Education
Identifiers-*Albuquerque Public Schools NM; New Mexico (Albuquerque); Wide Range Achievement Test

District wide efforts have been made toward developing a comprehension plan of program evaluation for all special education classes in Albuquerque, New Mexico. The proposed evaluation plan encompasses both instructional effectiveness and administrative issues. For the 1980-81 school year, instructional evaluation was directed toward academic achievement. The Wide Range Achievement Test was administered as a pre and post measure. The scores indicate that each Special Education subgroup demonstrated more than average gains in performance. To evaluate administrative issues, teachers were asked to respond to two questionnaires. The results indicated that special education teachers enjoy teaching and feel that, in most situations, the Albuquerque Public Schools administrative system is trying to support them in the activity. They did, however, identify some areas in need of improvement which should receive administrative attention. Regular education and special education personnel seem to be working well together in most cases. Where the relationship is not totally harmonious and productive, the critical variable appears to be individual personalities and biases, rather than district policy or procedures. (Author/PN)

ED220068 HE015431

Peseau, Bruce A.

Fourth Annual Academic Production and Funding Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges, 1980-1981.

Spons Agency-Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges.
Pub Date Apr 82
Note-118p.; Not available in paper copy due to small print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Deans; Class Size; Degrees (Academic); *Educational Finance; Faculty Workload; Financial Needs; Higher Education; *Land Grant Universities; *Program Costs; Program Validation; *Schools of Education; *State Universities; Student Teacher Ratio; *Teacher Education Programs; Teacher Educators; Teacher Salaries

The academic productivity and financing of 64 teacher education programs in state universities and land-grant colleges in 37 states are analyzed to better understand the nature of these teacher education programs, and to assess their relative condition. A survey instrument was mailed to 111 state universities and land-grant colleges. Deans from 64 of the universities' schools of education answered the questionnaires, with confidentiality assured. Data were provided on 211 variables in major categories of program approval; faculty, faculty load, and salaries; budgets and related full-time equivalent (FTE) staffing; academic productivity by level; and degrees conferred by level. Another 70 variables were calculated from the data including:

average class size; credit hour productivity per FTE faculty; cost per credit hour; cost per FTE student; institutional program complexity; student-faculty ratios; faculty to support staff ratios; and resources from university and external sources. The findings indicate that many teacher education programs are severely underfunded. Among these 64 universities, the average direct costs of instruction per undergraduate teacher education major was only 65 percent as much as for a public school student. Tables present data on 64 program variables; a list of participating institutions, the data-gathering instrument, and a table of program complexity factors are appended. (Author/LB)

ED220271 SE038791

Alf, Herb, Ed.

Education for Tomorrow's Environment.

Center for Environmental Education, Washington, D.C.; District of Columbia Univ., Washington, D.C.; National Audubon Society, New York, N.Y.

Pub Date 81

Note-165p.; Also supported by the Partners for Livable Places and the American Forestry Association.

Available from-Information Dynamics, Inc., 111 Claybrook Drive, Silver Spring, MD 20902 ($15.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academically Gifted; Career Education; Career Exploration; *Careers; Elementary Secondary Education; *Environmental Education; Federal Programs; Females; *Gifted; Minority Groups; *Program Descriptions; Resource Materials; Talent; *Talent Development

Edited proceedings from the Conference for Talent Development for Environmental Careers (Washington, DC, August 1979), focusing on pre-professional, environmental career experience programs for gifted elementary/secondary school students, are presented in this nine-section book. Each section includes a brief overview of the papers relating to the specific topic. The first section addresses the environmental crisis in education. Section 2 informs of efforts to create models of what environmental education should be and develop sets of materials helping to actualize ideal environmental education. Section 3 focuses on environmental career exploration and includes lists of resource materials. Section 4 discusses opportunities for minorities/women and programs for minority students. Activities of the Council of Environmental Quality and Environmental Protection Agency are described in section 5. Funding possibilities for environmental talent development are presented in section 6. Two papers and a panel presentation addressing gifted students are presented in section 7. Model field program activities are described in section 8 (including Stewardship Program--Nature Conservancy; Executive High School Internships; Audubon Naturalist Society Program; Noise Pollution Measurement; Youth Conservation Corps; Madeira School Co-Curriculum Program; Chesapeake Bay Foundation Program; and Smithsonian Institute's Chesapeake Bay Center for Environmental Studies). The last section discusses the failure of education in responding to environmental issues. (Author/JN)

ED220342 SE039107

Mullen, Kirk P.

An Inquiry Concerning the Core Curriculum Concept in General, the Math Based Core Curriculum Concept in Particular and a Model for the Development of a Math Based Core Curriculum.

Pub Date 82

Note-148p.; Master's Thesis, University of Maryland.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Blacks; *Black Studies; *Core Curriculum; Curriculum Design; *Curriculum Development; Educational Objectives; Educational Research; Elementary Education; *Elementary School Mathematics; *Grade 5; *Mathematics Curriculum; Mathematics Instruction; Models

Identifiers-*Mathematics Education Research

This document was developed to stimulate others to attempt the writing of a mathematics-based core curriculum. It contains the following sections: (1) The Definition of a Core Curriculum; (2) Reasons Why One Should Use or Not Use a Core Curriculum in a Teaching-Learning Situation; (3) The Thoughts of Other Educators Concerning A Math-Based Core Curriculum; and (4) A Definition of, A Model For, and the Organization of A Math-Based Core Curriculum. The objectives for the various subject areas of this curriculum were gleaned from the fifth-grade level of various mathematics, language arts, social studies, and science guides and other educational media. It is hoped that individuals interested in African or Afro-American studies might find this material of interest. Aspects of Black Studies are intertwined into the social studies objectives for this curriculum. The document concludes with an extensive bibliography. (MP)

ED220383 SO014237

Rush, Jean C.; Shumaker, Mary Susan

Characteristics of Adults' Figure Drawings: Observations of the Post-Adolescent Stasis in Graphic Development.

Pub Date 21 Mar 82

Note-89p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 21, 1982). Some drawings are marginally legible.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents; Adults; *Art Education; *Developmental Stages; Educational Research; *Freehand Drawing; Majors (Students); Nonmajors; *Visual Arts

It is hypothesized that graphic skills among the general U.S. population level off at puberty. Examined were the characteristics of 357 pairs of pencil drawings of human figures (one man and one woman) made by male and female adolescents (eighth graders), nonartistic adults (university elementary education majors), and artistic adults (beginning university art majors). The results, which support the hypothesis, showed a number of similarities in graphic images from the three groups, each of which produced drawings that ranged from rudimentary to artistic. Most figure drawings at all levels exhibited an artistic naivete characterized by a stiff frontal position, oversize head, hands behind the back, stereotyped facial features, little articulation of contour, and bodies assembled by parts. These naive images had little aesthetic quality from an adult point of view. Some students at all levels produced more sophisticated or artistic images. This latter group followed art rules, used sketchy lines, and drew nudes. A few students drew profiles, fashion figures, or cartoon figures. The bulk of the document contains reproductions of the pencil drawings. (Author/RM)

ED220424 SP020490

Management Note Cards. Management for Effective Teaching.

Fairfax County Public Schools, VA. Dept. of Instructional Services.

Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.

Pub Date [82]

Note-156p.; For related documents, see SP 020 474-491.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Class Activities; *Class Organization; Classroom Environment; *Classroom Techniques; County School Districts; Curriculum Guides; Elementary Education; Elementary School Teachers; Inservice Teacher Education; *Learning Activities; Pilot Projects; *Resource Units; Teaching Skills

Identifiers-*Project MET

This document is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). The four sections of this guide provide one-page treatments of general suggestions for elementary school teachers on classroom techniques and activities. The first section, "Management Ideas," addresses a variety of classroom management and planning topics, including use of audiovisual materials, evaluation of students, emergency procedures, and local education programs and services. In the next section, "Record Keeping Ideas," different recordkeeping systems are discussed, and 20 sample record forms are included. "Activity Ideas" are offered in the third section, including 63 learning activities involving listening, speaking, and writing skills. The fourth section provides "Planning Ideas" that can be used for the classroom, including student discipline measures, classroom schedules, field trips, and parent conferences. (FG)

ED220090 IR010310

Stebelman, Scott

Characteristics of Public Service Staffing at ARL Libraries.

Pub Date [81]

Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Analysis; *Job Analysis; *Librarians; Library Instruction; Library Material Selection; Library Services; Library Surveys; Online Systems; *Paraprofessional Personnel; Questionnaires; Reference Services; *Research Libraries

Identifiers-Association of Research Libraries

A survey of 88 research libraries measuring staff involvement in key public service functions indicates that professional personnel are significantly more active in providing graduate library instruction, online searches, and reference service than paraprofessionals. When professional groups were compared, it was found that in those libraries employing both subject specialists and generalist reference librarians, the generalists were more responsible for online searching and reference selection and were only slightly less responsible than subject specialists in providing graduate library instruction. A copy of the questionnaire is included. (Author/RAA)

ED220363 SO014195

Hughes, Gail, Comp.

International Education Bibliographies for Teacher Educators.

Pub Date 9 Sep 81

Note-18p.; Some pages may be marginally legible.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cross Cultural Studies; Curriculum Guides; *Ethnic Studies; *Global Approach; Higher Education; *International Studies; *Multicultural Education; Teacher Education; Teaching Guides; Teaching Methods

This bibliography lists over 140 journals, books, reports, teachers' guides, other bibliographies, and publishers concerned with multicultural education for teacher educators. Entries are listed alphabetically by author under the topics of global education, multicultural education, cross cultural studies and training, international/intercultural education, and internationalizing curricular areas. Most entries were published after 1970. (KC)

ED220114 JC820159

Petry, John R.; McClain, Rosella

Evaluation Report on the Dyersburg State Community College Project: Title III, Strengthening Developing Institutions.

Dyersburg State Community Coll., TN.; Memphis State Univ., Tenn. Bureau of Educational Research and Services.

Spons Agency-Department of Education, Washington, DC.

Pub Date 31 Dec 81

Grant-G007904219

Note-189p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Community Colleges; *Computer Assisted Instruction; Course Evaluation; *Developmental Studies Programs; Enrollment; *Learning Resources Centers; Participant Satisfaction; Program Costs; *Program Development; Program Evaluation; Tutoring; Two Year Colleges

During 1908-81, the final year of a 3-year institutional development project, Dyersburg State Community College (DSCC) focused on increasing participation in and the services of its developmental studies program; developing the college's library into a fully functioning learning resources center; and implementing computer-assisted instruction (CAI) in developmental studies and other disciplines. This evaluation report describes and assesses the effectiveness of the project's third-year activities. After introductory material describing the procedures of an external evaluation team and delineating major project emphases for 1980-81, the subsequent sections of the report cover: (1) DSCC's institutional needs assessment efforts; (2) the scope of the project and plans for its continuation; (3) project objectives and success in meeting these objectives; (4) contributions to and of the project; and (5) unmet objectives and project weaknesses. After a section outlining project costs, summary recommendations and conclusions are offered. The bulk of the report consists of appendices providing project personnel job descriptions and announcements; enrollment statistics for 1978 through 1981; student evaluations of the peer-tutoring program, developmental studies courses, and off-campus courses; reading course descriptions; instructions for writing book reviews; copies of educational resources bulletins and promotional brochures; a description of the self-exploratory career center; a recommended media policy; and suggested guidelines for entry into developmental studies courses. (KL)

ED220151 JC820405

Hodges, Daniel L.
How to Teach Effectively and Get High Student Achievement and Motivation.
Pub Date 81
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques; Cognitive Development; *Cognitive Objectives; Concept Teaching; *Learning Problems; Postsecondary Education; Sequential Approach; Standards; Student Improvement; *Study Skills; *Teaching Methods

Teaching methods are recommended for dealing with particular learning and study problems experienced by students using a format which includes a statement of the learning problem, a description of a method for dealing with that problem, correct and incorrect examples of the use of the method, and an explanation of why the method works. The problems identified include students' lack of motivation and difficulties in comprehending concepts or definitions; students' tendencies to set low or unrealistically high standards for themselves; discouragement and apathy resulting from failure or fear of failure; poor note-taking techniques; inability to apply learned skills; poor study skills or habits; and slow progress, missing essential points, and making continued mistakes. Among the methods recommended for dealing with these problems are the following: (1) state why particular information is useful; (2) alter the sequence in which information is presented so that basic skills are learned first; (3) include a statement of terminal skills or goals and the component skills which are required to reach them; (4) use positive and negative examples; (5) explain the standards for the actions required to obtain particular results; (6) clearly indicate the information that should be noted down; (7) provide students with the opportunity to systematically practice the skills to be learned; and (8) state clearly the problem to be resolved, the goal to be attained, and the benefits of attaining that goal. (HB)

ED220170 JC820432

An Introduction to Community Education for Wisconsin. Bulletin No. 8010.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Pub Date [80]
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education; *Community Education; Community Programs; Community Resources; *Community Services; Lifelong Learning; Outreach Programs; Postsecondary Education; *Program Development; *School Community Relationship
Identifiers-*Wisconsin

Drawing from successful community education practices around the United States and focusing on the unique characteristics of Wisconsin's communities, people, and institutions, this booklet offers ideas and resources for the development of community education programs. An introductory section examines the components of community education, such as the coordination and sharing of resources, citizen participation, lifelong learning, and community/school partnerships; offers definitions of key terms; and identifies state and local bodies concerned with the field. The next section offers a national perspective on community education, providing excerpts from statements by national leaders about community education; an overview of its growth; and a list of agencies operating at the national level. Then, information is presented on the development of Wisconsin's community service programs, activities at the state level, and the need for a broad-based community education approach statewide. The final section presents a procedure for the development of community education programs, which involves four steps: (1) the formation of a community education steering committee; (2) the establishment of communications with key community groups; (3) the recruitment of personnel to direct community education efforts; and (4) the establishment of a permanent advisory council. Also included are a list of films and resources, a self-assessment instrument for local school districts, and a discussion of the community education coordinator's role. (HB)

ED220191 PS012991

Donovan, Carole L.; And Others

Development of an Alcohol Education and Traffic Safety Module for Elementary School, Kindergarten Through Sixth Grade.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-AAA Foundation for Traffic Safety, Falls Church, Va.
Pub Date 82
Note-459p.
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-*Alcohol Education; Curriculum Development; *Curriculum Evaluation; Elementary Education; *Elementary School Students; Field Tests; Guidelines; *Instructional Materials; *Kindergarten Children; Learning Modules; Lesson Plans; Measurement Techniques; Pretests Posttests; Tests; *Traffic Safety

This document provides field-tested instructional modules focusing on the use and misuse of alcoholic beverages for students in kindergarten through sixth grades. Modules for each of the seven grade levels consist of five lessons, each including introductory sections describing instructional objectives, content of the lesson, recommended teaching techniques, and materials needed. Objectives and lesson content were rated for grade appropriateness by 20 theoreticians in alcohol and traffic safety education and 321 experienced elementary school teachers from 35 schools in 7 states. Two hundred and ninety kindergarten through sixth-grade teachers from nine cities in eight states were trained in the use of a field-testing version of the modules. Participating teachers presented the modules to 3,051 pupils at 51 public and private schools representing urban, suburban, and rural areas. In these same settings an additional 2,636 pupils participated in a controlled study of effectiveness. Teachers critiqued the modules page by page, then evaluated the instructional materials implemented at their grade level. The results of these and additional evaluations are presented in an appendix to the document. Other appendices provide a list of professional references with selected annotations and a list of categories of stored project data. (RH)

ED220212 PS013030

Moely, Barbara E.; Stewart, Krista J.
Children's Ability to Self-Monitor Information Acquisition.
Pub Date Aug 82
Note-12p.; Paper presented at the Annual Meeting of the American Psycholgical Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Basic Skills; *Children; *Cognitive Ability; Elementary Education; Grade 5; Intelligence Quotient; *Metacognition; *Performance Factors; *Problem Solving; *Recall (Psychology)
Identifiers-Cognitive Research; *Self Monitoring

In order to (1) determine the cross-situational generalizability of self-monitoring behavior and (2) explore the correlation of self-monitoring behavior with other cognitive skills and achievements, 96 fifth-grade children were given three tasks assumed to measure the ability to self-monitor knowledge state during learning. During the first of two individual test sessions, children were given six subtests of the Wechsler Intelligence Scale for Children (Revised). In the second session, conducted about 10 days later, the three self-monitoring tasks were administered: A self-paced serial recall task assessed the child's tendency to evaluate his or her state of recall readiness during study; information was presented orally to the child and questions were asked to see whether the child could identify inconsistencies or omissions; and the Missing Elements subtest of the KeyMath test, requiring the child to identify information omitted from an orally presented arithmetic problem, was administered. Reading and math achievement scores on the Comprehensive Test of Basic Skills and IQ scores from the Short Form Test of Academic Aptitude were obtained from school records. Results are discussed, and it is concluded that despite apparent commonalities in requirements for adequate performance, the three tasks appear to reflect separate, unrelated skills. (RH)

ED220447 SP020824

Purvis, Johnny R.; Kramer, Patsy

Teacher Concerns: A Position Paper.

Pub Date [80]
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Responsibility; Admission Criteria; *Economic Status; Labor Turnover; Student Attitudes; *Teacher Attitudes; Teacher Certification; *Teacher Education; *Teacher Morale; Teacher Persistence; Teacher Salaries; *Teaching (Occupation); *Teaching Conditions

Prospective teachers must face numerous pressures and difficulties during their training and subsequent negative factors in their lives as professionals. Among the conditions that exist for the prospective teacher, economic constraints play an important role. Pressures also exist during student teaching, when students must attempt to please both a cooperating teacher and a college supervisor who may have divergent approaches. Another stressful factor may be the anxiety caused by the necessity of passing the National Teacher's Examination. Practicing teachers also face conditions that affect morale and can sometimes cause them to abandon the teaching profession. As it was in student days, economics is again an important factor in the teacher's working life. Salaries are low and not comparable to those in other professions, and social status is not high. The demands of the classroom involve not only the problem of discipline; along with coping with disruptive or difficult students, teachers are also required to accept responsibility for social programs such as sex education, mainstreaming, family living, and bilingual education. Teachers are also frequently required to assume a larger teaching load as schools are closed and students transferred. Steps for ameliorating these negative conditions include: (1) careful screening for entrance into teacher education programs; (2) maintaining high standards for retention in schools of education; (3) providing additional professional education courses and/or extensive work in current courses in the areas of social concerns; (4) basing teachers' salaries upon competence as well as degrees earned; (5) reducing student teacher ratio; (6) improving school facilities, equipment, and teaching materials; (7) expanding benefits for teachers, such as sabbaticals and improved pension plans; and (8) more supportive school administration. (JD)

ED220488 TM820501

Willhoft, Joseph L.; Lissitz, Robert W.

A Methodological Study of the Torrance Tests of Creativity: Can Creativity Be Faked? Measurement and Statistics.

Maryland Univ., College Park. Coll. of Education.

Pub Date Mar 82

Note-17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Constructed Response; *Creativity Research; Creativity Tests; Discriminant Analysis; *Experimenter Characteristics; Higher Education; Research Methodology; *Response Style (Tests); *Test Bias; Testing Problems; Test Validity

Identifiers-*Faking (Testing); *Torrance Tests of Creative Thinking

The sensitivity of the Torrance Tests of Creative Thinking with regard to an experimenter-induced response set was investigated. One hundred and ninety-eight subjects were divided into four groups. Before performing the Unusual Uses Activity (Verbal Form A), each group was given a unique set of instructions. Group I received standard instructions and acted as a control. Other treatments were varied in terms of the types of responses that were encouraged. Group II was encouraged to be "practical and reasonable"; and Group III was encouraged to list "as many ideas" as possible; and Group IV was encouraged to include all "unusual, weird, or illogical" ideas. A multivariate Dunnett test resulted in Groups III and IV being significantly different from the control group. Discriminant analysis yielded two significant functions suggesting that univariate analysis of the Torrance scales of fluency, flexibility, and originality can be misleading. The Torrance Tests were judged to be highly sensitive to experimenter bias. (Author/CM)

ED220510 TM820526

Lord, Frederic M.
Statistical Bias in Maximum Likelihood Estimators of Item Parameters.
Educational Testing Service, Princeton, N.J.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No-ETS-RR-82-20-ONR
Pub Date Apr 82
Contract No-N00014-80-C-0402
Note-38p.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Error of Measurement; *Latent Trait Theory; Mathematical Formulas; *Maximum Likelihood Statistics; *Statistical Bias
Identifiers-*Item Parameters

Formulas are derived for the bias in the maximum likelihood estimators (MLE) of the item parameters in the logistic item response model when examinee abilities are known. Numerical results are given for a typical verbal test for college admission. Most typically the bias of an MLE is about one-tenth of its standard error. It is very seldom more than a fifth of its standard error. The effect of bias for individual item-parameter estimates is thus probably negligible. (Author/PN)

ED220552 UD022490

McCreath, Peter L., Ed.

Multiculturalism: A Handbook for Teachers.

Nova Scotia Teachers Union, Halifax.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Report No-ISBN-0-9690983-0-8

Pub Date 81

Note-98p.; Based on presentations at in-service workshop (Halifax, Nova Scotia, Canada, March 1981).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Acculturation; Bilingualism; *Canada Natives; Childrens Literature; Civil Rights; Community Involvement; Cultural Awareness; Cultural Influences; *Cultural Pluralism; *Curriculum Development; Demography; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Immigrants; Minority Groups; *Multicultural Education; *Public Policy; Reading Materials; Social Discrimination; Socioeconomic Influences; *Teacher Characteristics; Teaching Methods; Values Education

Identifiers-Canada; *Nova Scotia

This handbook was prepared from presentations made at an inservice workshop for teachers in Nova Scotia, Canada on multicultural education. In an introductory article, Paul Robinson describes his personal experiences in trying to prepare a multicultural curriculum, and the participation of members of Canadian ethnic communities in that activity. In the succeeding essays, Gil Scott explores the historical development of Canadian multiculturalism and multicultural policy; James Morrison examines the multiethnic composition of Atlantic Canada and Nova Scotia as a result of immigration; P.A. Johnstone examines educational implications of multiculturalism and educational approaches used in Nova Scotia; Gerald Boudreau identifies teacher characteristics and policy needs essential to effective multicultural education; Judith Gold outlines family, community, and socioeconomic factors that affect students and their learning; Van Roy Tobitt discusses the prerequisites of effective teaching and characteristics of effective teachers in a multicultural context, and briefly describes some models; Mavis Burke explores the value implications of children's books: and Terence Donahoe expresses the Nova Scotia government's concern with inclusion of human rights and multicultural concepts into the curricula and teaching practices. Finally, Rod Campbell synthesizes the various presentations. A bibliography of materials on Canadian multiculturalism is included. (Author/MJL)

ED220132 JC820378

Rosenthal, Linda; And Others
Arts and Sciences Task Force Assessment Committee Report.
Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date Aug 82

Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty; College Transfer Students; Community Colleges; *Enrollment Trends; Followup Studies; *General Education; Multicampus Districts; *Research Needs; Student Attrition; Student Characteristics; Student Educational Objectives; *Transfer Programs; Two Year Colleges; *Two Year College Students
Identifiers-*Maricopa County Community College AZ

Based on existing data on enrollments, student characteristics and performance, and student follow-up, this report describes the status and quality of general education in the Maricopa County Community College District and recommends areas in which further research is needed. The first major section of the report presents a data summary. With respect to enrollment, it outlines overall enrollment trends during the 1970s; full-time student equivalent (FTSE) enrollment by program area; FTSE accounted for by residential and visiting faculty; and course attrition rates. Next, student characteristics and performance are examined with respect to student preparedness for college-level work, student enrollment objectives, degrees awarded, and student continuation rates. The report then summarizes follow-up study results for transfer and occupational students. The second major section of the report proposes numerous general and curriculum research studies, offering rationales for studies of class size, student transcripts, department chairs' perceptions of the causes of FTSE changes, faculty characteristics, grade inflation, cultural and performing arts events, the student advising process, competition between departments for enrollment, course proliferation, course prerequisites, erosion in the transferability of courses to Arizona universities, course numbering systems, and general degree requirements. (KL)

ED220233 RC013534

Quarg, Patrice, Comp.
To Read or Not to Read: A Parent's Guide.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
Spons Agency-Department of Education, Washington, DC.

Pub Date Feb 82
Grant-G008004803
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education; Early Childhood Education; Elementary Secondary Education; Parent Attitudes; Parent Responsibility; *Parent Role; *Parent Student Relationship; *Reading Readiness; *Study Habits

The booklet provides suggestions for parents to encourage their children to read and develop good study habits. Suggestions for the child's early years include speaking to the child as you would an adult, naming things in the home or labeling each item, reading to the child everyday, playing simple games with the child to teach them numbers, colors, and names, and showing the child reading is important by reading often yourself such as newspapers, magazines and novels. For the first years of school parents should keep up with the child's progress in school, contact the child's teacher, help your child with homework whenever possible, set aside a place for your child's work, and have the child read books to you. During the upper grades children may need extra encouragement and help to do their studies. Parents can give their child the best opportunity for learning by keeping a dictionary in the home, not letting the child watch TV all evening, putting aside 1 1/2 hours each night for study time, playing games to help the child learn skills, showing a good attitude towards school, praising the child when he/she does something well, and showing the child everyday you are interested in him. (ERB)

ED220252 RC013563

Lovejoy, Stephen B.; Parent, F. Dale

Conservation Behavior: A Look at the Explanatory Power of the Traditional Adoption-Diffusion Model.

Pub Date Sep 82

Note-21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, CA, September 1-4, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adoption (Ideas); *Attitudes; Behavioral Science Research; *Behavior Change; Community Support; *Conservation (Environment); Conservation Education; Diffusion (Communication); *Farmers; Information Dissemination; Information Utilization; Innovation; Land Use; Participant Characteristics; Rural Areas; *Soil Conservation; Surveys; Theories; Values

Identifiers-Black Creek Watershed Project IN; *Indiana (Northeast)

The study focused on the Environmental Protection Agency's Black Creek Watershed project in Northeastern Indiana in relation to the farmers attitudes toward environmental innovations, as well as their continued use of such innovations 2.5 years after the project's completion. Data were gathered by 89 interviews at the beginning of the project (January 1974), supplemental interviews to determine adoption rate (February 1976), and final interviews with the 54 respondents left in the area (July 1980). Variables used in the interviews included: (1) farmer's education; (2) perceived need for innovation concerning soil conservation and water pollution; (3) farm size; (4) percent of off-farm employment; (5) leadership score; (6) Amish/non-Amish; (7) agency contacts; (8) advice sought from leaders; (9) orientation toward farming; (10) knowledge of project and persuasion toward it; and (11) use of environmental innovations. Although the research indicated a lack of knowledge concerning factors which explain conservation behavior, it suggested greater emphasis on identifying social, economic, and agronomic factors into a single model which could explain and predict the use of conservation practices. In addition, research indicated more contacts should be made with small farmers, and emphasized the need for formal communication links and education. (AH)

ED220292 SE038817

Brennan, Mathew J.; And Others
Energy and My Environment. Teachers' Guide, 9-10.
Governor's Office of Energy, Tallahassee, Fla.

Pub Date Jun 82
Note-208p.; For related documents, see SE 038 814-818.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Conservation Education; Ecology; *Energy; *Energy Conservation; *Environment; Environmental Education; Fuels; High Schools; *Learning Activities; Science Activities; Science Education; *Secondary School Science; Solar Radiation; Teaching Guides; Units of Study
Identifiers-*Energy Education

Energy activities and lesson plans for grades 9 and 10 (grouped into seven units representing seven major conceptual schemes) are provided in this teachers' guide, with a unit at each grade level for each conceptual scheme. Conceptual schemes addressed include: (1) energy is the ability to do work; (2) energy comes from the sun; (3) energy can be changed from one form to another; (4) the sun is the earth's chief source of radiant energy; (5) people use energy to satisfy their needs; (6) energy supplies are limited; and (7) living things are interdependent with one another and with their environment. Each unit includes a pre-/post-test evaluation instrument, lesson plans, and supplemental activities. Lesson plans consist of a specific energy concept, objective, and instructional strategies for introducing, developing, and extending the lesson. Purpose, materials, and procedures are provided for each of the supplemental student activities. The guide begins with a brief introduction to teachers and statement of the energy policy for Florida and concludes with a list of key vocabulary words (Enerwords), bibliography, sources of energy information and teaching materials, and an evaluation sheet. (JN)

ED220309 SE039071

Brady, L. Ray, Jr., Keskulla, Jean

Growing Plants - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-011-4
Pub Date 77
Grant-SED-69-01071
Note-227p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Botany; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Horticulture; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Plant Growth; *Plant Propagation; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to grow plants and to determine some purpose for their use (transplanting, selling, gifts). The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of an advertising problem, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2/3, 5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with investigations. (JN)

ED220325 SE039087

Agro, Sally; And Others

Biology. USMES Beginning "How To" Set.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-029-7

Pub Date 77

Grant-SED-69-01071

Note-21p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Animal Facilities; *Animals; *Biology; Elementary School Mathematics; *Elementary School Science; Instructional Materials; Interdisciplinary Approach; Language Arts; Mathematics Education; Primary Education; *Problem Solving; Process Education; *Science Activities; Science Course Improvement Projects; Science Education; Social Studies; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of two booklets for primary grades, students learn how to make a home for their animals (amphibians, insects, fish, crayfish) and a home for their rodents (hamsters, guinea pigs, gerbils, mice). The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. Cover pages summarize what is being taught by illustrating the general problem and solution. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220343 SE039108

Slavin, Robert E.; And Others

Combining Cooperative Learning and Individualized Instruction: Effects on Student Mathematics Achievement, Attitudes and Behaviors.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-JHU-CSOS-326
Pub Date Jun 82
Grant-G008001494
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research; Elementary Education; *Elementary School Mathematics; *Individualized Instruction; Learning Theories; *Mathematics Achievement; *Mathematics Instruction; *Programed Instruction; Student Attitudes; Teaching Methods
Identifiers-*Cooperative Learning; *Mathematics Education Research

While programmed instruction has not generally been found to increase mathematics achievement, the problems appear to lie more in managerial and motivational difficulties rather than in the theory of individualizing instruction. This study evaluated programmed instruction in mathematics using a system designed to solve these problems by having students work in heterogeneous teams and do all scoring themselves. This cooperative-individualized program, called Team-Assisted Individualization, or TAI, was assessed in two field experiments in elementary schools. Students in the TAI classes in both experiments scored higher than control students (controlling for pretest and grade) on a standardized mathematics test, but not higher than a group that used the materials and student management but not teams. Attitude and behavioral rating results followed the same general pattern. (Author)

ED220364 SO014199

Laing, Michael

Highlights of the Environmental Scanning Program 1981-82.

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

Report No.-ISBN-0-7743-7119-6

Pub Date 82

Note-23p.

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($3.00); Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability; *Educational Needs; *Educational Planning; Educational Research; Elementary Secondary Education; *Futures (of Society); Higher Education; Population Growth; Technological Advancement; World Problems

Identifiers-Ontario

The purpose of this report is to provide the Ministry of Education in Ontario, Canada, with a general awareness of issues with a potential to affect education in Ontario and to provide a broad context for possible follow-up action in the organization. The report is the result of three workshops held in November, 1981, by members of the Strategic Planning Task Group (STPG) who synthesized research gathered by others involved in the project. Outlined and discussed in the report are the four main themes or areas which the group as a whole felt were strategically important. The first area is knowledge and technology. The growth of the knowledge base in the physical sciences and in math and rapid developments in technology have significantly altered the character of life of most people and have left their mark on education. The second area for strategic consideration is limits and survival. The significance of problems such as population growth, resource depletion, and environmental deterioration for strategic educational planning is examined. Congruence and accountability is the third theme discussed. The need for congruence between the needs or desires of constituencies served by the education system and the ability of that system to provide services is examined. Certain issues concerning the process of accountability are outlined. The fourth theme of the report is reconceptualization. The STPG felt that the issues identified could be best approached from a basis of reconceptualizing basic principles. (RM)

ED220467 SP020910

Kritsonis, William A.

How to Improve Your Effectiveness as an Elementary School Teacher. New Answers to Lingering Problems. Professional Education for Teachers. First Edition.

Pub Date 72
Note-114p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adolescents; Assembly Programs; Busing; Child Development; Discipline; Elementary Education; *Elementary School Teachers; Field Trips; Guidance; Instructional Materials; Parent Teacher Conferences; Physical Education; Reading Instruction; School Community Relationship; School Libraries; Staff Meetings; Study Centers; Teacher Administrator Relationship; *Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; Teacher Orientation; Team Teaching

This book offers suggestions and guidelines for elementary school teachers in the areas of: (1) reading instruction; (2) teacher-student conferences and guidance programs; (3) discipline; (4) truancy; (5) busing; (6) teacher orientation; (7) school opening and closing; (8) physical education and intramural programs; (9) field trips; (10) study laboratories and centers; (11) instructional materials and audiovisual aids; (12) effective use of school library; (13) school staff meetings; (14) teacher evaluation and teacher-principal relationship; (15) team teaching; (16) community resources; (17) assembly meetings; (18) Parent Teacher Association; and (19) parent conferences. The book concludes with a reproduction of a speech delivered by the author on the "Adolescent's Perception of Failure." (JD)

ED220533 TM820555

Jagacinski, Carolyn M.; Nicholls, John G.

Conceptions of Ability.

Pub Date Mar 82

Note-26p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability; Academic Achievement; *Achievement Need; *Attribution Theory; Cognitive Ability; Concept Formation; Egocentrism; Evaluation Criteria; Higher Education; Learning Motivation; Performance Factors; *Self Concept; Self Evaluation (Individuals); *Success

Two different conceptions of ability are proposed. The first conception of ability is more differentiated and generally employed by adults and older children. Here ability level is defined with reference to the performance of others assuming that optimum effort was employed. High ability means higher than others. The second conception of ability is generally employed by young children and focusses on self-referenced comparisons of performance. High ability is inferred from learning or higher performance than previously displayed. It is proposed that adults use both conceptions of ability. Different situational factors are predicted to promote the adoption of one conception rather than the other leading to different cognitive and affective interpretations of performance. Three studies were conducted to investigate these hypotheses. The results demonstrate that adults generally employ the more differentiated conception of ability and that competitive conditions may foster the more differentiated conception while an intrinsic task interest tends to promote adoption of the less differentiated conception of ability. Finally, when the more differentiated conception was adopted, students anticipated less satisfaction with learning if performance was not superior to all competitors or if effort was higher than others. (Author/PN)

ED220091 IR010311

Rose, Robert F.

Pamphlet Usage in a Medium-Sized Academic Library.

Pub Date [79]

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classification; *College Libraries; Higher Education; Intellectual Disciplines; Library Collections; *Library Extension; *Pamphlets; Public Relations; *Subject Index Terms; Tables (Data); Use Studies

Identifiers-*Weeding (Library)

This study at a medium-sized academic library was based on the assumption that usage of the pamphlet collection could be increased by weeding to create a smaller more accessible collection, reorganization to create a more browsable collection, and promotion to increase reference librarians' awareness of the collection's contents. Approximately 10,000 of the 17,000 pamphlets in the general collection were weeded by January 1978, the remaining pamphlets were reorganized into a revised set of subject categories, and in-house promotion was increased. The study was conducted over three 4-month periods: September-December 1977, February-May 1978, and February-May 1979, with usage measured by the number of shelf displacements of each pamphlet during the test periods. Patrons were instructed not to reshelve materials and as each item was reshelved by staff, its use was tallied by subject category. Use of the collection did increase significantly over the three time periods, although no consistent use pattern within subject categories was discerned. Appendices provide a list of subject categories and instructions for users of the pamphlet collection. (RAA)

ED220272 SE038793

Neubauer, Steven G.

The Use of Hand-Held Calculators in Schools: A Review.

Pub Date [82]

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills; *Calculators; Computation; Educational Research; Educational Technology; Elementary Secondary Education; Higher Education; Learning Theories; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Problem Solving

Identifiers-*Mathematics Education Research; Mathematics Skills

Research on the use of calculators in mathematics classes is reviewed. It is noted that calculators were initially too high-priced and of too low an availability to be viewed in terms of widespread use in classrooms. Technological and manufacturing advances have since made wide use possible. Proponents of calculator use see this technology as a learning aid that has the potential to increase student motivation levels and improve mathematics achievement. Some opponents are concerned that too early an introduction to calculators could keep pupils from learning and understanding some basic mathematical skills. Findings from many studies reflecting aspects of calculator usage are presented. The document concludes by noting that while the controversy over calculator use will continue, some generally accepted conclusions seem to exist. Among these is the idea that calculator use in mathematics classes prior to the junior high school level is ill-advised, since pupils in this group are still learning basic skills. Second, use of calculators by students of below-average ability appears ill-advised. Finally, it appears calculator use does aid pupils in logically planning approaches to problem solutions. (MP)

ED220384 SO014238

Law 302.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-050-1
Pub Date Sep 82
Note-100p.; This guide is a replacement of the Temporary Revision of 1977.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Business Education; Comparative Education; Contracts; Crime; Educational Objectives; Employment; Foreign Countries; Insurance; Learning Activities; *Legal Education; Resource Materials; Secondary Education; Torts
Identifiers-*Canada

This publication outlines a law course intended as part of a business education program in the secondary schools of Manitoba, Canada. The one credit course of study should be taught over a period of 110-120 hours of instruction. It provides students with an introduction to the principles, practices, and consequences of law with regard to torts, contracts, property rights, family, inheritance, crimes, insurance, and employment. While the course is designed to provide background to business and commercial situations, there are many topics dealing with the circumstances found in private life. Students are involved in many activities. They read and discuss textbook selections and newspaper and journal articles, do library research, prepare bulletin boards, take field trips to courts, and develop a scrapbook of newspaper legal cases on crime. The outline first lists the specific goals and objectives. Learning activities and materials are then suggested for the goals and objectives. (RM)

ED220403 SP020239

Gumbert, Edgar B., Ed.

Poverty, Power, and Authority in Education. Cross-Cultural Perspectives.

Georgia State Univ., Atlanta. Center for Cross-cultural Education.

Report No-ISBN-0-88406-149-3
Pub Date 81
Note-69p.
Available from-Center for Cross-cultural Education (Attention Edgar B. Gumbert), College of Education, Georgia State University, University Plaza, Atlanta, GA 30303 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Standards; Authoritarianism; Educational Change; *Educational History; Educationally Disadvantaged; *Educational Policy; *Educational Research; *Educational Trends; Elementary Secondary Education; Futures (of Society); Poverty; Power Structure; *School Role; *Social Change; Social Values; Teacher Effectiveness; Values Education

This book contains three essays presented as lectures at Georgia State University in April and May 1981. The authors are educators in Canada and Great Britain. The introduction, written by Edgar B. Gumbert of Georgia State University, provides an overview of educational trends and developments on which the topics of the three essays are based. In the first paper, "Education against Poverty: Interpreting British and American Policies in the 1960s and the 1970s," by Harold Silver, the social consciousness raising period of the 1960s is examined in relation to an historical analysis of educational policy making in the United States and Great Britain. Connections between national educational systems and their historical and social contexts are described. The second paper, "Ideology and Educational Research," by Michael F. D. Young, addresses educational research as a social institution and concludes with suggested alternatives for conducting and analyzing educational research. The relationships among knowledge, power, and social class are discussed. In the third paper, "Deference to Authority: Education in Canada and the United States," Edgar Z. Friedenberg presents several definitions of authority and assesses the role of schools in shaping children's thought processes. Levels and patterns of authority and understanding of youth are identified. (FG)

ED220425 SP020491

A Sample Principal's Check List. Before School Planning. End of Year Planning. MET, A Title IV-C Project.

Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date 82
Note-22p.; For related documents, see SP 020 474-490.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility; Ancillary School Services; Budgeting; Classroom Techniques; County School Districts; Curriculum Evaluation; Educational Environment; Educational Facilities; Elementary Education; *Long Range Planning; Parent School Relationship; Pilot Projects; *Principals; Resource Units; Staff Orientation; Teacher Administrator Relationship
Identifiers-*Project MET

This checklist was developed to aid elementary school principals in long range planning for the school year. It is the product of the Management for Effective Teaching (MET) Project, which is funded by the Fairfax County (Virginia) Public Schools, and which is responsible for developing materials to help to implement objectives of the Program of Studies, the school district's curriculum. Items for consideration are offered on principals' responsibilities concerning: (1) professional staff; (2) support staff; (3) parents and community; (4) instructional program; (5) student population; (6) physical plant; (7) calendar and time; (8) budget matters; (9) special programs and special services; (10) publications; (11) evaluation; (12) first day/first week planning; and (13) end of the year planning. (JD)

Baldwin, Roger G.
Fostering Faculty Vitality: Options for Institutions and Administrators.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-77-0073
Note-8p.
Available from-American Association of University Administrators, 1000 Vermont Ave., N.W., Washington, DC 20005 ($1.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role; *Career Change; Career Planning; Faculty College Relationship; *Faculty Development; Faculty Evaluation; Faculty Promotion; Goal Orientation; Higher Education; Individual Development; *Personnel Policy; *Professional Continuing Education; Retraining; *Self Evaluation (Individuals); Teacher Exchange Programs; Teacher Role

Types of initiatives that colleges have implemented to foster continuing faculty career growth and the major attributes essential to success of the efforts are considered. The role of administrators in supporting faculty growth and vitality is also addressed. Several colleges and universities encourage career planning activities in which faculty members analyze their own interests, talents, and life goals. Some colleges have developed career planning workshops for their academic personnel; others have adopted elaborate growth-contract systems. Some colleges take a less structured approach. Faculty evaluations, tenure, and promotion deliberations, and annual academic planning discussions all provide opportunities for focusing attention on institutional needs and a professor's growth objectives. In addition, temporary opportunities for new learning and changes in work environment, such as off-campus internships and faculty exchanges, can be revitalizing experiences. Faculty retraining and respecialization are an increasingly common response to individual and institutional needs for adaptation and growth. The more comprehensive programs assume that optimum development begins with a process of career assessment and planning followed by experimentation with new roles, additional training when necessary, and finally transition to a new professional opportunity. Some colleges also have begun to revise personnel policies in an effort to promote faculty growth and flexibility. Administrators regulate the resources needed to facilitate faculty career growth and they are in a position to promote faculty efforts to branch out professionally. Nine guidelines for promoting faculty growth and vitality are presented, such as including faculty in planning programs. (SW)

ED220171 JC820435

Vaughan, Jerry L.; And Others

The Final Report of the Projections Committee on Accreditation Reaffirmation at College of the Mainland. Part II.

College of the Mainland, Texas City, Tex.

Report No-SS-410-A

Pub Date 1 Oct 82

Note-51p.; For a related document, see ED 214 601.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Planning; Community Colleges; Enrollment Projections; Futures (of Society); *Institutional Evaluation; Long Range Planning; Organizational Effectiveness; *Self Evaluation (Groups); Two Year Colleges

Prepared as part of the College of the Mainland's (COM's) accreditation reaffirmation, this six-part report reviews the societal and technological environment of the college; offers forecasts for the college district, enrollments, and budget; evaluates COM's self-study reports; and recommends a long-range planning system. After reviewing COM's accreditation reaffirmation activities, part 1 provides the results of three studies: (1) a survey of campus opinion-leaders which established six priorities for institutional planning (i.e., quality, adaptability, balance, integrity, financing, and dynamics); (2) an assessment of the societal and technological trends likely to affect 11 self-study categories (i.e., institutional purpose, adminstrative organization, educational program, faculty, library, special activities programs, physical plant, financial resources, admissions program, student development activities, and long-range planning); and (3) a vulnerability analysis investigating the impact of the 11 self-study categories upon the 6 institutional planning priorities. Part 2 offers projections for the district population; credit enrollments; age and sex distributions for credit enrollments; non-credit avocational and non-credit vocational enrollments; and budgetary requirements. After part 3 evaluates reports for each of the self-study categories, part 4 offers observations and suggestions for long-range planning, part 5 sets forth recommendations, and part 6 provides references. (KL)

ED220213 PS013031

Gandour, Mary Jane; And Others

Environmental Factors Related to Cognitive-Intellectual Development at Two Age Levels: When Does the Environment Influence Early Intelligence?

Pub Date May 82

Note-9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (44th, Minneapolis, MN, May 6-8, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences; *Cognitive Development; Early Experience; *Family Environment; *Infants; Intervention; Observation; *Social Environment; Stimulation

The two studies reported here explore recent findings indicating that few relationships exist between environmental stimulation and cognitive development during the first 6 months of life. In the first study, three separate home visits (two 90 minutes and one 30 minutes long) were used to assess the physical and social environments of 100 six-month-old infants from lower- through upper-middle-class homes. Physical environment was assessed through direct observation coded into the 33-item codes of the Purdue Home Stimulation Inventory, which measures specific aspects of the infant's physical environment such as availability of toys and objects, noise confusion, and traffic patterns in the home. Social environment was measured through manual-guided direct observation of the child's interaction with other persons during the course of daily routine. In the second study, a single home visit of 45 minutes was utilized to assess both the physical and social environments of 30 twelve-month-old infants from primarily upper-middle-class environments. Six components of Caldwell's Home Inventory were employed, including emotional and verbal responsivity of mother, avoidance of restriction and punishment, and organization of physical and temporal environment. In both of the studies described, infant cognitive development was assessed through use of a Piagetian-based measure of eight areas of sensorimotor development. Results are discussed. (RH)

ED220468 SP020944

Flowers, Anne

Addressing Teacher Shortages. A Testimony Given to the House Subcommittee on Elementary, Secondary and Vocational Education Chaired by Congressman Carl D. Perkins and the House Subcommittee on Postsecondary Education Chaired by Congressman Paul Simon.

Pub Date 29 Sep 82

Note-8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperative Planning; Educational Cooperation; Elementary Secondary Education; *Faculty Mobility; Financial Support; Mathematics Teachers; Science Teachers; *State Federal Aid; Teacher Education; *Teacher Persistence; Teacher Recruitment; Teacher Salaries; *Teacher Shortage

The shortage of qualified mathematics and science teachers is a problem likely to grow in the coming decade, reflecting teacher shortages in other subject specialties. In 1981, almost five times more science and mathematics teachers left to take nonteaching jobs than did teachers in other disciplines. Replacements for these teachers are often inadequately qualified. Since shortages exist in other areas, especially in special education, a need is seen for a comprehensive approach to the problem. An emergency or provisional certificate is an inappropriate response, for while arts and science graduates are well prepared in their own fields, they often lack sound training in teaching methods. The proposals to expand the loan forgiveness provisions of the existing National Direct Student Loan program (NDSL), or to create a new program modeled on NDSL for mathematics and science teachers will be successful long range strategies for recruiting prospective teachers. However, there is an immediate need to establish teacher fellowships for qualified students who agree to a minimum commitment as classroom teachers. States and school districts should be encouraged to provide pilot programs which stress cooperation among schools, universities, and industry. There should be sufficient funding for basic and applied research into mathematics, science, education, and technology as they are translated into programs for elementary and secondary school children. In addition, teachers should be offered sabbaticals and stipends to pursue further training, while business, industry, and institutions of higher education should be given incentives, through tax credits or other means, to provide appropriate learning opportunities for teachers. Support systems are needed to provide assistance to new teachers during their critical first years. (JD)

Bjerstedt, Ake; And Others

Preparedness for the Future as an Educational Objective in Upper Secondary School.

Spons Agency-Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
Pub Date Apr 82
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Needs; *Educational Objectives; Educational Planning; Educational Trends; Foreign Countries; *Futures (of Society); Instructional Materials; Research Projects; *Secondary Education; Student Attitudes

"Preparedness for the future as an educational objective" is the title of a current research and development project at the Malmo (Sweden) School of Education. Some of the important tasks of the project are: (1) to inventory previous research and other activities relating to the subject; (2) to study pupils' ideas about the future; (3) to collect and analyze viewpoints from various school observers regarding current shortcomings in school preparation for the future, together with recommendations concerning improvement which schools could make; (4) to study ways in which questions related to the future are treated and can be treated in schools; and (5) to compile discussion material and catalogs of ideas for teachers and teacher trainers. Though the project is in its early stages, certain key concepts have recurred in various discussions. They include the close connection between the past, the present and the future; the diversity of alternative possibilities; the ductility of the future; interdependence; and the need for an overall approach to global problems. (Author/PN)

Higgins, James E.; And Others

Using Measurement and Evaluation to Promote Learning.

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date Apr 82

Note-42p.

Available from-Curriculum Research and Development Center, Statesman Towers West, School of Education, Indiana State University, Terre Haute, Indiana 47809.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; Criterion Referenced Tests; *Curriculum Development; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; Mastery Learning; Measurement; Reading Tests; Screening Tests; *Student Evaluation; Student Improvement; Teacher Attitudes; *Test Use

Identifiers-Elementary Secondary Education Act Title I

This monograph contains seven articles which focus primarily on formative evaluation for the purpose of furthering the learning of pupils. The articles include: an overview of formative evaluation by Peggy Chnupa; a description of the use of measurement and evaluation as an early screening for entering school children, by Sherrel Marginet and Phyllis Nordhaus; a treatment of a specific set of materials used for screening, by Dixie Whitney; a discussion of the use of test data to help guide instruction with young children in reading, by Jean Berger; test data uses in determining placement of junior high school pupils at levels where they can best operate and best achieve, by JoAnne Dowers; pre- and post-criterion-referenced test uses at the high school level, by James Thomas; and a description of the measurement and evaluation component of a system-wide mastery learning program, by Larry Rowe. (Author/PN)

ED220115 JC820224

Roth, Audrey J.

Commitment to Literacy: Another Opportunity for Excellence.

Pub Date 5 Apr 82

Note-13p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Planning; Community Colleges; General Education; Individualized Instruction; *Interdisciplinary Approach; *Organizational Objectives; Two Year Colleges; *Writing Instruction; Writing Processes; Writing Skills

Identifiers-*Miami Dade Community College FL

English composition teachers in community colleges encounter a wide range of writing abilities and problems in their classes and must provide a great deal of individualized attention to assist students in mastering the process of writing. If teachers of writing are to be able to carry out their designated commitment to literacy for students, others in the college must make the same commitment. Administrative support must be provided through a teaching load that is cost-effective, but that also provides a realistic opportunity for teachers to help their students meet their goals. Writing centers, where students can drop in for various kinds of aid, also represent another successful kind of support. A third, and very important means of support is a college-wide consensus about writing expectations and commitment to writing improvement in all courses. Miami-Dade Community College's activities provide numerous examples of this kind of commitment to student literacy. One example is the college's revised general education program, which stresses the development of fundamental skills. Another is the effort to develop articulated language arts curricula, so that students profit from a continuing, rather than fragmented, language arts experience in high school and college. Faculty seminars to help instructors from all disciplines learn to reinforce writing instruction provide a third example. By including basic skills competencies as fundamentals of education, Miami-Dade has committed itself to enhancing the literacy of its students and to meeting diverse student needs. (KL)

ED220133 JC820385

Triton College, 1980-1982.
Triton Coll., River Grove, Ill.
Pub Date [82]
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Administration; College Planning; Community Colleges; Curriculum Design; Delivery Systems; *Educational Finance; Enrollment Projections; Enrollment Trends; *Institutional Characteristics; *Organizational Change; *Outreach Programs; Private Financial Support; *School Business Relationship; Two Year Colleges; Vocational Education
Identifiers-*Triton College IL

Focusing on the period from 1980 to 1982, this public information booklet reviews the accomplishments and innovative programs of Triton College. After an introduction by the college president summarizing these achievements, subsequent sections focus on: (1) training partnerships with business and industry, including cooperative agreements with the Society of Die Casting Engineers, General Motors, and the Employee Development Institute; (2) new programs in the areas of high technology (e.g., laser technology and computer-assisted design), general education, computer literacy, and television production; (3) diversification of delivery systems to include short-term courses, on-site contractual programs, cooperative education, media courses, extension courses, the "Midnight College," and variable entry/exit dates; (4) services to special markets, including the Hispanic community, adult students, honors and developmental students, nursing and allied health students, and individuals interested in leisure and recreation programs; (5) streamlined operations in the areas of admissions and registration, public information, food service and staff development; (6) college finances; and (7) plans for the future with respect to demographic trends, changes in revenue sources, technological advancements, and further partnerships with business and industry. Finally, a statistical profile of the college is presented in terms of enrollments, credit hour production by course area, and degrees granted. (KL)

ED220152 JC820406

Hodges, Daniel L.

How to Teach and to Word Assignments So That Students Do More and Better Work.

Pub Date Aug 81

Note-7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques; Postsecondary Education; Self Evaluation (Individuals); Standards; *Study Habits; *Study Skills; *Teaching Methods

Poor student study habits are often rooted in the low standards which students set for themselves or in the absence of standards by which they can judge whether they have mastered a skill or subject. One technique for teaching students to apply standards to their work involves a series of steps by which students can monitor their own progress. The instructor teaches the student the correct actions to follow, how to identify and observe the results of their actions, the standards that apply to the work, the means of comparing the results to the standards, and the need to change their actions if their results do not meet the standards and to repeat the actions if standards are met. In teaching the standards, the instructor should use whatever senses (e.g., sight, hearing, touch, or feeling) are relevant; provide a checklist of traits that standard work should possess; provide negative as well as positive examples; and teach the standards appropriate for beginners as well as the ideal. Standards should also be stressed when giving assignments. Rather than telling a student to read or study a passage, the instructor should provide clear standards by which students can tell if they have mastered the materials. When students are taught to apply standards to the results of their work, they are likely to work harder and more accurately. (HB)

ED220192 PS012993

Stennett, R. G.; Earl, L. M.

Early Identification System: Summary of Research Findings, 1979 to 1982. Research Report 82-08.

London Board of Education (Ontario). Educational Research Services.

Pub Date 82

Note-6p.; For related document, see PS 012 994.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ability Identification; Age Differences; Difficulty Level; *Elementary School Students; Foreign Countries; Language Skills; Mathematics; *Predictive Validity; Primary Education; *Screening Tests; *Test Validity

Identifiers-Mathematics Skills; Ontario (London)

During the academic year of 1978-1979, a system for the early identification of students who were likely to have difficulty with the core curriculum in language and/or mathematics was introduced into the London, Canada, system at the kindergarten and grade 1 levels. In the two subsequent years the early identification system was extended to grades 2 and 3. This report briefly outlines the general findings resulting from the identification process and summarizes the results of several studies which have attempted to assess its concurrent and predictive validity. It is suggested that the system is working fairly well and that a satisfactory degree of concurrent and predictive validity exists. (MP)

ED220234 RC013535

Brescia, Bill
A'Una ("Let's Go!")
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
Pub Date [81]
Note-61p.; Paper copy not available due to publisher's choice.
Available from-Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($5.00 per copy).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Culture; American Indians; *Cultural Activities; Elementary Education; Eskimos; *Games; *Nutrition Instruction; *Physical Activities; *Tribes
Identifiers-*Recipes (Food)

The guide, intended to aid students (grades four and above) in making their bodies a good home for their spirit, provides a variety of athletic activities and traditional Indian recipes for use in the classroom or in cultural programs. Apart from running (the major American Indian means of maintaining physical fitness), instructions are given for the following 16 tribal games: "kickball" (Yakima), "Wut Si Mo" (Paiute), "Tek'me pu'ku" (Moquelumnan), "Tinbin Terowako" (Bannock), "juggling" (Eskimo, Urock, Shoshone), "Tculikiwe'kut" (Pima), "Gamago" (Iroquois), "Paska Tanchi" (Choctaw), "sled" (Sioux), "stilts" (Hopi, Shoshone, Zuni), "hide-and-seek" (Makah, Twaba), "Tateka Yukmunpi" (Oglala Dakota, Teton Dakota), "double-ball game" (Menominees), "buzzzzzz" (Plains tribes), "knuckle hop" (Eskimo), and "stick pull" (Eskimo). Seventeen recipes from various tribes are provided, along with nutritional information, i.e., calories, carbohydrates, fats, protein, fiber, polyunsaturated fats, minerals, and vitamins. The guide encourages special attention to the pronunciation of words that appear from different Native languages. (AH)

ED220253 RC013564

Eggers, Judi L.; Dunkelberger, John E.

Race-Sex Differences in Job Quality Returns Attributed to Education among Young Rural Adults.

Auburn Univ., Ala. Agricultural Experiment Station.

Spons Agency-Agricultural Research Service (DOA), Washington, D.C.

Pub Date 1 Sep 82

Note-37p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, CA, September 1-4, 1982). Tables may not reproduce clearly.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Achievement; Educational Attainment; Employment Level; Females; Higher Education; Income; *Job Satisfaction; Males; *Outcomes of Education; *Racial Factors; Responsibility; *Rural Population; Sex Bias; *Sex Differences; Supervision; Whites; *Young Adults

Identifiers-*Occupational Status; United States (South); Work Autonomy

Using the general hypothesis that job quality returns to education are positive for all employment indicators among race and sex groupings, a sample of young adults originally from southern rural areas and small towns was queried concerning the status ranking of their current occupation, income earned, supervisory responsibility, and extent of work autonomy. A mail contact procedure (supplemented by telephone and personal interviews) was conducted in 1979 and produced 964 completed questionnaires from a group previously studied in 1972. Of the respondents, 35.3% were black and 45.5% were female. Educational attainment was associated with occupational status within all race-sex groups. The largest percentage gain in occupational status for both race categories was at the bachelor's level; however, the gain for blacks relative to whites was much greater. Supervisory responsibility was associated with educational level among white males and females but not for blacks. White men and women were more likely to attain better job quality than black men and women at the lowest educational levels, but this difference diminished at the bachelor's level and favored blacks with a post college education. In general, whites achieved more job quality returns to education than blacks, and males accrued more returns to education than females. (BRR)

ED220293 SE038818

Brennan, Matthew J.; And Others

Energy and My Environment. Teachers' Guide, 11-12.

Governor's Office of Energy, Tallahassee, Fla.

Pub Date Jun 82

Note-212p.; For related documents, see SE 038 814-817.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Conservation Education; Ecology; *Energy; *Energy Conservation; *Environment; Environmental Education; Fuels; High Schools; *Learning Activities; Science Activities; Science Education; *Secondary School Science; Solar Radiation; Teaching Guides; Units of Study

Identifiers-*Energy Education

Energy activities and lesson plans for grades 11 and 12 (grouped into seven units representing seven major conceptual schemes) are provided in this teachers' guide, with a unit at each grade level for each conceptual scheme. Conceptual schemes addressed include: (1) energy is the ability to do work; (2) energy comes from the sun; (3) energy can be changed from one form to another; (4) the sun is the earth's chief source of radiant energy; (5) people use energy to satisfy their needs; (6) energy supplies are limited; and (7) living things are interdependent with one another and with their environment. Each unit includes a pre-/post-test evaluation instrument, lesson plans, and supplemental activities. Lesson plans consist of a specific energy concept, objective, and instructional strategies for introducing, developing, and extending the lesson. Purpose, materials, and procedures are provided for each of the supplemental student activities. The guide begins with a brief introduction to teachers and statement of the energy policy for Florida and concludes with a list of key vocabulary words (Enerwords), bibliography, sources of energy information and teaching materials, and an evaluation sheet. (JN)

ED220344 SE039109

Factors Influencing Mathematics Participation of Highly Able Mexican-American Adolescents. Final Report.

Arizona State Univ., Tempe.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Aug 82
Grant-SED-80-17768
Note-234p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Academic Persistence; Educational Research; *Elective Courses; Ethnicity; Ethnic Studies; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mexican Americans; Secondary Education; *Secondary School Mathematics; Sex Differences; Student Attitudes; *Student Participation
Identifiers-*Mathematics Education Research

A 2-year longitudinal/cross-sectional project investigated factors related to highly able Mexican Americans' decisions to avoid or take advanced mathematics. Questionnaires were given to roughly 350 Mexican Americans and to an equal number of equally able Anglo-Americans. Subjects were distributed evenly across grades 9, 10, and 11. Results indicated achievement is most strongly affected by overall attitudes towards mathematics, secondly by cognitive style, and lastly by educational expectations. Sex difference in achievement found in earlier studies was not supported, with ethnicity also having no apparent effect on mathematics achievement. Educational expectations and overall attitudes towards mathematics were found to be the best predictors of mathematical persistence, and cognitive style had no effect on this. It is further noted that as students progress through the grades, girls appear to lower their expectations while boys raise theirs. Finally, analysis indicates the two categories that most strongly affect persistence are affected by various intervening variables. The document concludes with suggestions for intervention strategies for increasing mathematics participation of all highly able students. (MP)

Williams, David L., Jr.; Stallworth, John T.

A Survey of Educators Regarding Parent Involvement in Education: Implications for Teacher Training.

Southwest Educational Development Lab., Austin, Tex.
Pub Date Mar 82
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes; Educational Responsibility; Elementary Education; *Elementary School Teachers; Higher Education; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Principals; *Teacher Attitudes; Teacher Education; Teacher Education Programs; *Teacher Educators

A study of the relationship of parent involvement to teacher education was conducted in response to increasing emphasis upon parent participation in elementary schools. To determine whether training for prospective teachers should be broadened to reflect this increase in parent participation, teacher educators, teachers, and principals were asked to give their opinions about parent involvement. A sample of 980 teacher educators, 1,500 elementary school principals, and 1,983 elementary school teachers participated in the study. Participants responded to a Parent Involvement Questionnaire, designed to ascertain attitudes toward working with parents, parent involvement in education, current practices relevant to parent involvement, opinions about whether teachers should receive training to work with parents, and experiences which might be helpful in this type of training. A general consensus appeared among the participants regarding the desirability of having parents become more involved in education. Parents were seen as cooperative, concerned, and competent partners in the educational process. However, teachers and principals expressed a clear preference for specific types of desirable parent involvement. They strongly supported parents being more involved with helping children with school work and becoming more active in support roles for school activities. They did not favor parents becoming involved in curriculum and instruction or in administrative decision making. The consensus across all three groups seemed to be that teachers should be trained to work with parents. There was, however, strong support for making such training elective and also for providing such training as inservice education for teachers. (JD)

ED220534 TM820557

Bruning, Iva Linnell

Effects of Study Strategies on Outcome in Recall and Classification Tests.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification; Factor Analysis; *Learning Processes; Questionnaires; *Recall (Psychology); Secondary Education; *Student Reaction; Study; Study Guides; *Study Skills; *Test Results; Test Validity

Identifiers-*Learning Strategies

Sixty high school juniors and seniors participated in an experiment testing the effects of learning strategies on performance. The experiment was run in two identical sessions except for the type of test administered. Information on classifying six types of sailboats was presented through slides and an oral explanation. Subjects were then given a brief study period in which they: (1) studied an experimenter-generated matrix which organized the sailboat information; (2) completed a matrix in which only headings were given; or (3) used a blank sheet of paper for study as they chose. Following the study period, the 30 students in the first session were given a classification test, and those in the second, a recall test. Subjects then filled out a questionnaire asking what type of learning strategies they had used. A strategies x test-type factorial analysis revealed a significant main effect for strategies, and a significant interaction, supporting the hypothesis that conscious cognitive activities are important in the learning process, and that outcome demands influence strategy choice. A second experiment for validation of the questionnaire obtained an alpha reliability coefficient of .76. A factor analysis establishing construct validity indicated overt strategies, clustering strategies, and mnemonic strategies were the factors underlying the data. (Author/CM)

ED220553 UD022492

Reynolds, Wm. Bradford

Civil Rights at the Crossroads: Will the Clock Be Turned Back?

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date 9 Aug 82

Note-21p.; Speech given at the Conference of the American Bar Association (San Francisco, CA, August 9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action; Busing; *Civil Rights; *Court Litigation; Federal Legislation; *Public Policy; Quotas; Racial Balance; *Racial Discrimination; School Desegregation

Identifiers-*Reagan Administration

In these remarks, William Bradford Reynolds, Assistant Attorney General of the Civil Rights Division, Department of Justice, discusses American civil rights in the light of past and present Federal policy. A review of constitutional provisions, legislation, and court litigation reveals how policy has variously provided for equality and perpetuated racial discrimination in different social sectors. Mr. Reynolds emphasizes that twice before, the United States has almost achieved a racially-neutral, discrimination-free society, only to revert to sanctioning race as a criterion for regulating rights and allocating opportunities. In the 1970s, it is suggested, the overwhelming concern with racial balance over racial neutrality and the concomitant emphasis on mandatory busing, quotas, and other race-conscious affirmative action techniques, have fostered divisiveness and brought the nation to another civil rights crossroads. Within this climate, Mr. Reynolds emphasizes, the Reagan administration commits itself to a policy of race neutrality rather than race-conscious affirmative action, and accordingly supports voluntary desegregation, injunctive relief mandating racially-neutral employment decisions, and enhanced recruitment efforts to attract qualified minorities into the labor force. (Author/MJL)

ED220092 IR010312

Khosh-Khui, Abolghasem

Statistical Analysis of the Association Between Subject Headings and Their Corresponding Class Notations in Science and Technology Monographs.

Pub Date [81]

Note-40p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classification; Correlation; Indexing; Library Research; Regression (Statistics); *Subject Index Terms; Tables (Data)

Identifiers-Dewey Decimal Classification; Library of Congress Classification; *Scientific and Technical Information

This study investigates the degree of relationship between scientific and technical subject headings and their corresponding class notations in the Dewey Decimal (DDC) and Library of Congress Classification (LCC) systems. The degree of association between a subject heading and its corresponding class of notation or notations is measured by counting the frequency of occurrence of that subject heading and comparing this score with the most frequent identical class notation for the same subject heading. The correlation between these scores, i.e., the probability of co-occurrence of a subject heading and a class notation, and the number of subject headings are the two measures of association used in the study. The study considered 3,280 subject headings and class notations in 1,893 bibliographic records. The results show that as the number of subject headings per bibliographic record increases, the degree of association between subject headings and their corresponding class notation decreases. Except for subject headings with the order of one, LC and DDC were not significantly different. There are 20 references. (Author/RAA)

ED220273 SE038794

Suydam, Marilyn N.

The Use of Calculators in Pre-College Education: Fifth Annual State-of-the-Art Review.

Ohio State Univ., Columbus. Calculator Information Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Aug 82
Contract No-400-80-0007
Note-11p.; For related documents, see ED 206 454 and ED 171 573.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills; *Calculators; Educational Research; *Educational Technology; Elementary Secondary Education; Mathematical Concepts; Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving; Testing
Identifiers-*Mathematics Education Research

This document summarizes the research done on calculators and calculator use. It is noted that calculators are now seen as acceptable, with fears about use in school currently infrequent, and the role of such devices much more evident than 6 years ago. The first two sections of this material summarize data on use and availability. It is noted that within the 75 studies used in this analysis, 35% provide evidence that students score higher when calculators are used, 44% indicate no significant difference, 19% report mixed findings, and only 3% report calculator use led to lower student scores. This document next covers problem solving and calculator use in the following content areas: counting, basic facts, addition and subtraction, multiplication and division, decimals, estimation, and trigonometry. Evidence on testing, curriculum concerns, and attitudes conclude the review. (MP)

ED220310 SE039072

Agro, Sally

Manufacturing - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-012-2

Pub Date 76
Grant-SED-69-01071
Note-272p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; *Learning Activities; *Manufacturing; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find the best way to produce an item in quantities needed. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of manufacturing problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2, 5, 6, and 6/7. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220365 SO014200

Collins, Paul; And Others

Education in Ontario: 1980-2005 Scenarios on the Future.

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
Report No-ISBN-0-7743-7353-9
Pub Date 82
Note-46p.; The Research Branch was responsible for these scenarios.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2; Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Education; Economic Climate; Educational Planning; Educational Policy; *Educational Trends; Elementary Secondary Education; Energy; Foreign Countries; *Futures (of Society); Global Approach; Higher Education; Long Range Planning; Prediction; Risk; Social Problems; Trend Analysis
Identifiers-*Ontario; Scenarios

Three scenarios about education in the province of Ontario to the year 2005 are described in this publication. The major purpose of the scenarios is to stimulate thought about the future. Taking a holistic approach, the authors describe education in its economic, political, and social milieu, since education does not take place in isolation. The three scenarios provide views of the future in which the consequences of taking risks or refusing to take risks are explored. Two of the scenarios indicate some consequences that could ensue if no attempt is made to adopt new and imaginative policies at the present time. The third and more optimistic scenario shows the long-term advantages of imaginative policies, but also indicates the disruptions and pressures that may accompany the introduction of these policies. The decision not to advance imaginative policies, while easier and less risky in the short run, will likely lead to more intensive and disruptive problems in the long run. In addition to the three scenarios, one of the writers addresses the world context in a preliminary essay, "Global Considerations: 1900-2005." A listing of selected readings is also provided. (RM)

Harris, Lewis, E.; Harris, Rae

Bootstraps: A Chronicle of a Real Community School.

Pub Date 80
Note-205p.; Photographs may not reproduce clearly.
Available from-Harris Publications, SRR2, Box 123, Cable, WI 54821 ($8.00 plus $1.50 postage and handling).
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Community Cooperation; Educational Administration; Educational History; Elementary Secondary Education; *Nontraditional Education; Outreach Programs; Program Descriptions; Program Development; Program Implementation; *Relevance (Education); *School Community Programs
Identifiers-Minnesota (Floodwood)

This book describes how the authors and other progressive-minded citizens in Floodwood, Minnesota, started a community school which literally lifted the community "by its bootstraps" from poverty and economic deprivation into one which became economically self-supporting and culturally enriched. A strong case is presented for community-based education as a promising alternative approach to public schooling. There are five chapters. Chapter I, "A Wilderness Community," describes the early history of Floodwood. A large number of people in the village of Floodwood, located 45 miles northwest of Duluth, Minnesota, were Finnish. Other settlers were French, Scotch, English, Polish, Russian, and Czech. Living mostly on small farms, the residents earned a meager living from working the woods and from dairy cattle. They built an elementary school and a high school. It was a community ripe for cooperative effort toward the improvement of living. Chapter II describes how the community's needs were identified and met. Chapter III contains summaries of some of the many projects and activities through which the school and the community joined forces to improve the standard of living. Examples include the Dairy Improvement Project, the Cooperative Feed Mill, and the Poultry Project. This chapter will be especially valuable to administrators and teachers who are searching for ways to generate greater community interest and participation in the public schools. In chapters IV and V, the authors analyze the administration of the community school program. (RM)

ED220426 SP020494

Vuori, Hannu V.

Quality Assurance of Health Services. Concepts and Methodology. Public Health in Europe 16.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No-ISBN-92-890-1152-1

Pub Date 82

Note-133p.

Available from-WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Evaluation Criteria; *Evaluation Methods; *Foreign Countries; *Health Services; *Medical Care Evaluation; *Medical Services; Primary Health Care; *Program Development; Public Health

Identifiers-*Europe

This report presents a policy- and methodology-oriented discussion of factors involved in developing and analyzing quality assurance in European health care. Data are taken from research literature and interviews with representatives of national health authorities, professional organizations, and research and educational institutions. The first chapter of this report discusses a suggested conceptual framework, for a program of health care quality assurance, derived from evaluative research and industrial quality control. The second, third, and fourth chapters deal with three major variables in the framework: environment, conceptualization, and methodology. Examples of different approaches to quality assurance are given, and sources of information and measurement instruments and criteria are examined. The fifth chapter presents conclusions concerning the trends and state of quality assurance in health care. A bibliography of 179 items is appended. (FG)

ED220153 JC820407

Hodges, Daniel L.

How to Help Your Students Recall New Concepts Better.

Pub Date Sep 81
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; *Psychoeducational Methods; *Teacher Effectiveness; *Teaching Methods; Two Year Colleges
Identifiers-*Prototypes

Students' difficulties in assimilating new concepts can be a barrier to learning and may be exacerbated if the concepts are introduced in terms of detailed verbal definitions. Cognitive psychology suggests that a better approach to teaching new concepts may be to use prototypical examples of the concept as building-blocks from which verbal definitions can be understood and remembered. The steps in such a teaching technique include introducing the phenomenon, naming the term, describing one or two prototypical examples, providing the formal definition, matching the characteristics of the prototypes to each part of the definition, and providing additional examples which do and do not fit into the definition. For example, in explaining the concept of a caste system, first, the concept would be introduced; then India's classical caste system, which divided the society into brahmins, warriors, merchants, untouchables, etc., could provide the prototype of a caste system; and next the technical definition of caste system could be introduced and linked to the prototype. In this way the student can reconstruct the elements of the definition of the caste system, even if the verbal definition itself was not recalled. The technique is most effective if prototypes are vivid and concrete, if it is clear that prototypes are not the only examples, and if students are helped to focus on the relevant characteristics of the prototypes. (HB)

ED220193 PS012994

Stennett, R. G.; Earl, L. M.

Early Identification System: Three-Year Followup of the Grade 1 Class of 1978-79. Research Report 82-04.

London Board of Education (Ontario). Educational Research Services.
Pub Date 82
Note-16p.; For related document, see PS 012 993. is discussed.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Identification; Academic Ability; *Academic Aptitude; Elementary Education; Followup Studies; Foreign Countries; *Grade 1; *Measures (Individuals); Mental Age; *Predictive Validity; *Screening Tests; Sex Differences; Standardized Tests
Identifiers-Ontario (London)

During the 1978-1979 school year an early identification program for pupils in kindergarten and grade 1 was designed to select those students who would have difficulty with the London, Canada, mathematics or language arts curriculum. The identification program, based primarily on teachers' judgments, was extended in the two subsequent years to cover grades 2 and 3. During this period a number of studies have provided data concerning the concurrent and predictive validity of the early identification process. The study reported here represents a further attempt to establish predictive validity by relating teachers' ratings to students' scores on standardized tests of academic aptitude and achievement. In addition, some detailed analyses of the pattern of students' early identification ratings during the periods from 1978 through 1979 and from 1980 through 1981 are reported, and the relationship of these ratings to students' sex, age, ability, and achievement is discussed. (Author/MP)

ED220326 SE039088

Agro, Sally; And Others

Collecting Data. USMES Beginning "How To" Set.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-029-7

Pub Date 77

Grant-SED-69-01071

Note-41p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Data Analysis; *Data Collection; *Elementary School Mathematics; *Elementary School Science; Instructional Materials; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; Primary Education; *Problem Solving; Process Education; Research Methodology; Science Course Improvement Projects; Science Education; Social Studies; Statistics; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of four booklets on collecting data, primary grade students learn how to record data, do an experiment, make an opinion survey, and choose a sample. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. Cover pages summarize what is being taught by illustrating the general problem and solution. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220404 SP020413

Haigh, Neil

There is More to Teaching Than Meets the Eye: Implications for Teacher Education.

Pub Date Jul 82

Note-23p.; Paper presented to the Annual Conference of the South Pacific Association of Teacher Education (Victoria, New Zealand, July 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Style; *Critical Thinking; Decision Making; Foreign Countries; Higher Education; *Learning Processes; *Self Evaluation (Individuals); Teacher Attitudes; Teacher Behavior; Teacher Education; Teacher Education Curriculum; *Teacher Effectiveness; Teaching Methods

Identifiers-*Waikato College of Teacher Education (New Zealand)

Teachers' thinking and thought processes should be regarded as essential subject matter for teacher preparation courses concerned with teaching and teacher effectiveness. A second-year course in "Learning and Teaching," offered at Waikato College of Teacher Education (New Zealand) is based on two interrelated premises. The first premise is that, before they begin a systematic study of particular teaching modes, students must be helped to examine: (1) their own and others' beliefs about the nature and relationship of teaching and learning; (2) what research can and cannot find out about effective teaching; and (3) ways of analyzing the teaching process. The second premise is that the beliefs about teaching and learning, which are examined in the Waikato course, must include those of the teachers who teach the course. The course encourages student teachers to consider: (1) the things people think about and do when teaching and learning; (2) the relationship between teaching and learning; (3) conditions that teachers may take account of, or attempt to influence or arrange; (4) factors that might account for similarities and differences in the way teachers teach; and (5) factors that may help or hinder teachers' attempts to be effective. Feedback on the course from students has indicated that many discovered a personal reconceptualization of teaching and its relationship with learning. (JD)

ED220490 TM820503

Pooley, Richard C.
Self Evaluation of Organizations.
Pub Date Apr 82
Note-22p.; Paper presented at the Annual Conference of the Midwest Region of the National Organization of Human Service Educators (1st, Williams Bay, WI, April 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Collection; Decision Making; Delivery Systems; *Evaluation Criteria; *Human Services; Information Utilization; *Input Output Analysis; Models; *Organizational Effectiveness; Performance; Program Evaluation; *Self Evaluation (Groups)
Identifiers-Organizational Diagnosis Questionnaire

Evaluation within human service organizations is defined in terms of accepted evaluation criteria, with reasonable expectations shown and structured into a model of systematic evaluation practice. The evaluation criteria of program effort, performance, adequacy, efficiency and process mechanisms are discussed, along with measurement information requirements for each. The relationships between criteria within the program design and task environment for a service delivery operation are described. The decision-making approach to evaluation is considered with various information sources including existing records, data collection, tacit knowledge and rumors. Information is shown to be shared or unique among program treatment, research and management domains. An example of organizational diagnosis as an internal document for the management of an agency serving adolescent boys illustrates the evaluation issues discussed. The use of the Organizational Diagnosis Questionnaire, data analysis and resulting priorities for improvement are described. (CM)

ED220512 TM820528

Harris, Ilene B.

Uncovering the Hidden Dimensions of Meaning in Descriptions of Educational Practice.

Pub Date Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes; *Content Analysis; *Discourse Analysis; *Educational Practices; Research Methodology; *Semantics

Identifiers-Educational Criticism

Descriptions of educational practice offer an array of important, but typically hidden dimensions of meaning which provide potentially rich resources for understanding the practices. This paper illustrates: (1) how analysis, interpretations, and assessments interpenetrate what appear to be descriptions and suggest how readers can tease out these dimensions of meaning; (2) how descriptions take on dimensions of meaning within contexts of discourse through the functions they serve; (3) how authors choose among vehicles of expression of three types-media, foci, and terms (literal ordinary language, vocabularies of disciplines, and figurative language)--in ways that reflect and convey their views of educational practice, teaching, and the particular practices that are the subjects of their descriptions; and (4) how descriptions provide grist for eliciting the rationales and generalizable approaches of the teachers portrayed (filtered through the selective lenses of descriptions' authors). (Author/PN)

ED220070 IR010026

Brown, Devin

Creative Programming for Young Minds...on the TRS-80. I-Volume VII and All Stars Programs.

Pub Date 81

Note-1,433p.

Available from-Creative Programming, Inc., 600 6th Street, Charleston, IL 61920 ($9.95 for each volume plus $1.50 for shipping and handling).

Document Not Available from EDRS.

Descriptors-Academically Gifted; *Computer Graphics; *Computer Programs; Elementary Secondary Education; Instructional Materials; Mathematical Enrichment; *Microcomputers; Postsecondary Education; *Programing; Programing Languages

Identifiers-*BASIC Programing Language; Computer Games

These manuals provide self-teaching and individualized instruction activities to assist students in learning BASIC programming. Originally planned as a mathematics enrichment program for academically gifted children, three series of instructional workbooks and supplementary projects for seven microcomputers are now included to accommodate elementary, junior high, senior high, and adult students. The manuals are organized around five phases: (1) instructions, examples, exercises and recall experiences for learning commands and their logical organization; (2) mini-challenges which require sequential organization, creativity and logical thinking; (3) games; (4) All-Stars books which involve a higher level of understanding and applications related to real life; and (5) an open phase for students to create their own projects. Programming manuals are for use with the TRS-80, PET, APPLE, TI 99/41, VIC 20, Atari, and NEC microcomputers. Computer Related Enriched and Technologically Inspired Viable Education (CREATIVE) also publishes a monthly newsletter as a forum for student works, and offers workshops and consulting services for teachers and administrators. (LMM)

ED220093 IR010313

Squires, David; Coward, Geoffry

Microcomputers--A Way for Teachers to Cope.

Pub Date 81

Note-8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction; Demonstrations (Educational); *Educational Technology; *Inservice Teacher Education; *Learning Modules; *Microcomputers; Online Systems; *Videotape Recordings

Identifiers-Hertfordshire Advisory Council Educational Tech

An approach to teacher inservice training in the use of computer based learning is described in this paper, with specific discussion devoted to the development of a videotape training module by the Hertfordshire Advisory Council for Educational Technology (HACET) to demonstrate the role of educational technology, and in particular microcomputers, in the classroom. A general consideration of microcomputers and their applications in educational technology is followed by a detailed account of the design and preparation of the HACET learning module and of the steps involved in preparing a videotape of a classroom microcomputer demonstration. Accompanying the text are five diagrams. (Author/JL)

ED220172 JC820436

Friedlander, Jack

Innovative Approaches to Delivering Academic Assistance to Students.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date 27 Sep 82

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Advising; Community Colleges; Counseling Services; *Dropout Prevention; Faculty Advisers; *High Risk Students; Multicampus Districts; Potential Dropouts; Remedial Programs; *School Holding Power; Student Adjustment; Student Attrition; Student College Relationship; *Student Personnel Services; Two Year Colleges; Urban Education

In an effort to determine how student support services are meeting the needs of underprepared and part-time students, and assisting in efforts to increase program completion rates, the Center for the Study of Community Colleges conducted telephone interviews with support service personnel in six large urban community college districts (i.e., in Chicago, Dallas, Los Angeles, Maricopa County, Miami-Dade County, and St. Louis). The study identified exemplary approaches in outreach efforts, early and midterm interventions, use of faculty referral slips, coordination of support services with content courses, identifying and reducing attrition in high-risk courses, block programming, and funding. In addition, the study identified trends toward: (1) support staff visits to classrooms to promote services and programs; (2) attempts to identify and assist high-risk students even before the first course exam in order to decrease attrition; (3) policies permitting high-risk students to enroll in particular content courses only if they receive supplemental support instruction; (4) inclusion of monitoring student progress, advising, and counseling as part of all credit courses; (5) faculty involvement in the delivery of support services; (6) coordination of academic support services with particular subject areas; and (7) funding patterns for academic support services based on program operation costs. (KL)

ED220214 PS013033

Miller, Kevin; Baillargeon, Renee
Length Versus Distance: Bridging Gaps in Preschoolers' Knowledge.
Pub Date Aug 82
Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Identification; *Cognitive Ability; Comparative Analysis; *Comprehension; *Distance; Early Childhood Education; Ecology; *Young Children
Identifiers-*Concrete Operations; *Length; *Piagetian Tasks

The Piagetian finding that young children believe objects to be closer together when part of the distance between the objects is covered was explored among subjects of 3, 4, 5, and 6 years of age. In a standard Piagetian task, children were presented with two blocks of wood and asked whether they were "near together" or "far apart." A screen was placed over part of the distance between the blocks, and children were asked whether the blocks were "nearer together," "farther apart," or "still the same distance." Three distances were used (12, 18, 24, and 36 inches); six trials were presented at each distance with screens varying in height, width, and orientation. A second task required the child to choose a stick that would exactly fit between two blocks placed at three of the distances used in the Piagetian task. Results indicate that some understanding of the relationship between distance and length exists approximately 2 years earlier than indicated by performance on the Piagetian task. It is suggested that Gibson's ecological view--that organisms are primarily attuned to determining what the environment affords them--could provide the basis for a theory of transition into successful performance on Piagetian concrete-operational tasks. (Author/RH)

ED220235 RC013536

Mathers, Sherry; And Others

Our Mother Corn.

United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.; Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date 81

Note-144p.; For related document, see RC 013 537. Paper copy not available due to publisher's choice.

Available from-Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($7.00 per copy).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Production; *American Indian Culture; American Indian Education; *American Indian Literature; Elementary Secondary Education; *Enrichment Activities; Farmers; Field Crops; Folk Culture; Games; Geographic Location; Grains (Food); Housing; *Instructional Materials; *Legends; Life Style; Maps; Social Studies; Tribes

Identifiers-*Corn Culture; Hopi (Tribe); Pawnee (Tribe); Recipes (Food); Seneca (Tribe); Songs; United States (Northwest); United States (Plains States); United States (Southwest)

Developed to provide an understanding of the magnitude of the role of corn, referred to as Mother Corn in the cultures of the Seneca, Pawnee, and Hopi tribes, the student text provides information on the tribes' basic lifestyles and the way they grew and used corn in three different parts of the United States. The section on the origin of corn provides an historical background on corn, including where it comes from, the mystery of its origin, how it grows, what it needs to grow, and where to get Native corn seed. Each tribe's section includes: (1) a description of their environment, home, livelihood, and lifestyle; (2) various methods used to prepare their fields, plant, harvest, and store their corn; and (3) short stories about the life of that tribe before European contact. Additionally, the text provides a U.S. map showing tribes that use corn, traditional legends, games, songs, chants, and corn recipes from the Pawnee, Hopi, Seneca, and other tribes. A glossary of terms and a bibliography conclude the guide. (AH)

ED220294 SE038819

Schubert, Nancy A.

Teaching Basic Classification through an Elementary Science Unit on Food.

Pub Date 82

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors - Classification; Elementary Education; *Elementary School Science; *Food; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Teaching Methods; *Units of Study

Five lesson plans are included in this unit designed to teach basic classification skills through the study of food. Each lesson plan contains an objective, list of materials needed, statement of the lesson problem, instructional strategies, learning outcomes, and evaluation method(s). Objectives of the lessons include: (1) grouping common animals eaten as food into three major categories; (2) identifying/grouping various vegetables as specific portions of a plant; (3) distinguishing fruits from vegetables; (4) naming various seeds that are eaten, including seeds that are ground into flour or used for cereals after shapes have been changed (for example, oats); and (5) reading ingredients from labels and telling the specific food groups they fit into. (Author/JN)

ED220345 SE039110

Chisholm, Carol

Correlates of Math Avoidance Responsible for Filtering Individuals from Math/Science Areas.

Pub Date Jun 80

Note-78p.; Master's Thesis, Towson State University.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Attitudes; Educational Research; Learning Theories; *Mathematics Anxiety; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Predictor Variables; Sex Differences

Identifiers-*Mathematics Education Research

This study attempts to identify relative contributions of certain attitudinal variables to mathematics avoidance. The primary objective was to discover the most salient predictors of mathematics avoidance (MA). Nine Fennema and Sherman Mathematics Attitude Scales (1960) were revised for use with a general population, and a similarly worded Likert-type scale was constructed and validated to measure the dependent variable, mathematics avoidance. Over 500 subjects from a variety of age, occupational and geographical groups responded to the survey instrument. A stepwise multiple regression was performed on the scale scores, yielding five significant predictors of MA which accounted for nearly 82% of the total variance. The predictors, in order of importance, are: effectance motivation (defined as a problem-solving mind-set), self-confidence in learning mathematics, perception of the usefulness of mathematics, mathematics anxiety, and the factors relating to father. A discriminant analysis was performed to locate the sex differences in the mathematics scales, following the discovery of a significant interaction between self-confidence and gender in MA. Results are interpreted in terms of number helplessness, an analog of

learned helplessness. Implications for intervention and remediation are presented. (Author/MP)

strategies were the factors underlying the data. (Author/CM)

ED220535 TM820561

Alderton, David L.; And Others
Multitask Assessment of Inductive Reasoning Skill.
Pub Date Mar 82
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classification; Cognitive Ability; Elementary Education; *Forced Choice Technique; Higher Education; Induction; *Language Processing; Learning Processes; *Verbal Learning
Identifiers-*Analogy; Verbal Encoding

Forced-choice items, investigating the performance of 80 undergraduates on verbal classification and verbal analogy, were sequentially presented, allowing independent estimates of the accuracy of four principle component processes: inference, application, recognition, and distraction. Within-task performance showed substantial individual variation and the cross-task correlation was highly significant. Individual differences in forced-choice analogy performance were a function of accuracy of inference and application processes and recognition during option processing. Individual differences in classification performance were accounted for by inference accuracy and both recognition and distraction during option processing. Analogy appears to demand an application process which is important for successful solution of an item but which is not required in classification. While the two tasks share common processes there appear to be differences in the relative importance of these processes in discriminating among skilled and less-skilled individuals. In particular, the alternative choices appear to be much more important in classification since they frequently serve to remove ambiguity about the specifics of the rule. The components of option processing and the skill differences in inference that discriminate among adults are contrasted with inference accuracy and the likelihood of distraction components that discriminate among children. (Author/PN)

ED220554 UD022493

Needed Systems Supports for Achieving Higher Education Equity for Black Americans: A Synthesis Document. An Analysis, Report, and Recommendations for the Establishment of National Program Objectives and System Supports Designed to Support the Achievement of Equity for Black Americans in Higher Education.

National Advisory Committee on Black Higher Education and Black Colleges and Universities (DHEW), Washington, D.C.

Pub Date Nov 80

Note-37p.; For related document see ED 206 221.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00096-2, $2.75).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Achievement; Black Colleges; *Black Education; *Educational Planning; *Equal Education; Equal Opportunities (Jobs); Federal Legislation; Federal Programs; *Higher Education; Human Resources; *Policy Formation; Political Influences; Public Policy; *Research Needs; Socioeconomic Influences

Identifiers-*Support Systems

Findings from a study on system supports needed to achieve equity in higher education for black Americans are synthesized in this report. The needed support systems are identified as: (1) Federal educational policy; (2) research; (3) human resources; (4) socioeconomic/sociopolitical support; (5) higher education planning; and (6) monitoring and evaluation. Research findings point out the major problems stemming from the inadequacies of each of these social, political, and educational structures in providing the climate necessary for the advancement of black colleges and universities. The problems include an inadequate research base on issues of concern to blacks; black underrepresentation in significant decision-making processes; social and political barriers to black advancement (such as institutionalized racism, low black economic status, and intellectual conservatism); lack of effective higher education planning; and limited monitoring and evaluation relevant to black higher education. Recommendations are proposed to remedy inadequacies in each of the identified support systems. (Author/MJL)

ED220116 JC820270

Skavery, Stan

Continuing Education and the Community College.

Pub Date [Feb 82]

Note-36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; Adult Learning; Adult Students; Community Colleges; Community Education; *Community Services; *Curriculum Design; Evaluation Methods; Lifelong Learning; Management by Objectives; *Program Administration; *Program Evaluation; Two Year Colleges

Drawing upon relevant literature, this paper addresses various aspects of the administration, design, and evaluation of community service programs in community colleges. First, the paper considers administrative issues. It proposes an administrative structure for the Community Services Division, outlines the duties of the dean and director of community services, and discusses the application of management-by-objectives within the proposed administrative structure. After profiling the mission and characteristics of a fictional community college, the paper proposes a model community services program, which includes the use of facilities and services by the community, community educational services, assistance in community development, and the provision of cultural and recreational activities. The following sections focus on elements of program design, emphasizing the importance of community involvement, of designing a community-based curriculum with an orientation to the educational needs of the future, and of formulating learning activities relevant to community needs and appropriate for adult learners. Next, the many populations seeking service from the community college are profiled, and emphasis is placed on the variety of educational opportunities required of effective community service programs. Finally, the paper considers the evaluation of community service programs in terms of objectives, administrative responsibility, and methods. (KL)

ED220134 JC820386

Carpenter, Don A., Ed.

Focus: A Forum on Teaching and Learning in Utah Community and Technical Colleges, Volume 1.

Utah State Board of Higher Education. Salt Lake City. Office of the Commissioner.

Pub Date Sep 82

Note-36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Instruction; *Community Colleges; Computer Oriented Programs; Curriculum Development; Educational Objectives; Energy; Futures (of Society); General Education; Literature; Student Motivation; Student Research; Two Year Colleges; Writing Instruction

Identifiers-*Utah

This annual collection of articles on teaching and learning in Utah's 2-year colleges begins with an examination by Don A. Carpenter of the slow growth and acceptance of the comprehensive concept of the community college prevalent in other states. Next, Arvo Van Alstyne discusses "Educational Purposes and Priorities" and argues for a diversified educational system that will recognize the multiplicity of vocations, individuals, and institutions. Then, Susan Burdett emphasizes the importance of the research paper in leading students to a direct application of their knowledge. After Michael A. Petersen's description of the development of a new general education program at the College of Eastern Utah (CEU), Robert I. Taniguchi outlines the creation of CEU's core course in energy. Next, Michael M. Homer discusses methods of "Integrating the Computer into Curricular Planning." Then, Veonne Howlett presents methods of motivating students in the classroom through recognition, reward, and reinforcement. Following Gary Parnell's sketch of a structure for facilitating literature instruction, Janice Kleen outlines the benefits of teaching expressive writing in content area courses. Finally, Vaun Waddell examines some of the social changes that will have an impact on education in Utah in the coming years. (HB)

ED220254 RC013565

Pontius, John; Yakub; Yahya

Field Training Through Case Studies. Technical Note No. 16

Massachusetts Univ., Amherst. Center for International Education.

Report No-ISBN-0-932288-61-8

Pub Date 81

Note-26p.; Paper copy not available due to publisher's choice.

Available from-Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.00 plus 10¢ postage and handling for domestic mail or 60¢ for foreign air mail, 10% discount on orders of 20 or more).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education; *Case Studies; *Community Education; Data Analysis; Data Collection; Inservice Education; Interviews; Nonformal Education; *Participant Characteristics; Questionnaires; *Rural Education; *Workshops

Identifiers-Brainstorming; *Field Agents; Indonesia; *Participation Training

Described in this technical note is a 2-week workshop designed to train Indonesian community education workers (peniliks) to develop and use case studies in their work with village learning groups. The peniliks are described as mostly male, from a variety of backgrounds, but with backgrounds similar to that of their clients. Learning groups are defined as usually made up of 10 people who have come together to learn a particular subject. Using the definition that "a case study is a description of something that really happened," the document describes how the workshop approaches teaching the case study method to peniliks so that they will not only have new skills to use in their work, but will also see villagers as a valuable resource. The use of the case study to gather, organize, and analyze information is emphasized. An already existing model, "The Ten Characteristics of Learning," is used as the outline for preparing case studies. After classroom work involving small groups and brainstorming is completed, the report follows the peniliks to a village where they use new interviewing skills to acquire information for case studies; individual case studies are critiqued upon return to the training center. Program advantages and disadvantages are listed. (BRR)

ED220274 SE038795

Dewees, Christopher M.
Gyotaku - Japanese Fish Printing. Leaflet 2548.
California Univ., Davis. Div. of Agricultural Sciences.
Pub Date May 78
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Animals; *Art Activities; College Science; *Environmental Education; Higher Education; *Ichthyology; *Marine Biology; *Science Activities; Science Education; Secondary Education; Secondary School Science
Identifiers-*Fishes; *Japanese Fish Printing; Marine Education

A list of materials needed and methodology for "gyotaku" (fish rubbing) are provided. Originally developed in Japan and China during the early 1800's, the technique of fish printing has become popular in the United States during the last 10 years. Because good printing results depend on an understanding of fish anatomy, a chart is provided for this purpose. Practicing the art of gyotaku is considered to be one way to appreciate the beauty and variety of marine organisms. In addition, the technique can be used to make prints of shells, rocks, flowers, and other objects of nature. (Author/JN)

Guidelines for Implementing the "Critical Health Problems and Comprehensive Health Education Act."
Illinois State Board of Education, Springfield.
Pub Date Feb 81
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development; Elementary Secondary Education; *Health Education; Program Evaluation; *Program Implementation; Self Evaluation (Groups); State Curriculum Guides; *State Legislation; *State Standards
Identifiers-*Illinois

These guidelines were developed to assist school districts in the state of Illinois to develop comprehensive health education programs for elementary and secondary schools. Time and scheduling guidelines directed by the State Superintendent of Education are outlined. The basic components of a comprehensive health education program, its curriculum, and curricular emphasis are presented. Major topic areas in the curriculum for kindergarten through sixth grade are listed with indications of curricular emphasis at each level. A reprint is included of the "Critical Health Problems and Comprehensive Health Education Act," legislated in Illinois in 1971. Appended are brief outlines of the curricular categories required by the Act and a sample self-evaluation instrument for local use by school administrators in assessing the extent of their compliance with the intentions of Illinois health education legislation. (JD)

ED220449 SP020829

Hall, Gene E.; Hord, Shirley M.

Water Around Our Ankles, Fingers in the Hold, Where Is the Life Raft.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Available from-Research and Development Center for Teacher Education, University of Texas at Austin, Ed. Annex 3.203, Austin, TX 78712 ($2.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies; *Educational Change; *Futures (of Society); Graduate Study; Higher Education; *Organizational Change; Professional Associations; Program Evaluation; *Program Improvement; Schools of Education; *Teacher Education; Teacher Educators; Teacher Orientation

From a general overview presented of the current state of teacher education, proposals for improvement and development are suggested: (1) Teacher education should be the basis for the pulling together of the various mini-disciplines that now exist; (2) Teacher education associations should be merged into one influential organization; (3) Support networks for sharing information and working on common problems should be established; (4) Departments of teacher education should be established to encompass the present teacher education subgroups that are loosely interconnected; (5) Education faculty should be assigned office space not by subject matter taught but in such a way that interaction and collaboration may take place easily and thus encourage interdisciplinary dialogue about all programs; (6) Collaboration between professionals in the field and college based teacher educators should be encouraged; (7) Colleges of advanced education and professional graduate schools should be established; (8) Potential teachers should be put directly into the field with a bachelor's degree and allowed to learn on the job; (9) Independent agencies or contractors on an industrial basis who will train teachers should be established; (10) Teacher education programs should be organized and designed in terms of a professional continuum rather than a dichotomy with preservice distinctly separated from inservice; (11) Programs and resources should be developed to support beginning teachers for the first 3 years of teaching; (12) More emphasis should be placed on staff development for teacher educators; (13) Teacher educators should have the opportunity to teach school age students in the field; (14) A national diffusion network for teacher educators should be established; (15) Establish a journal for research and development in teacher education; and (16) The importance of continuous and constructive evaluation in teacher education should be recognized. (JD)

ED220469 SP020946

Campbell, Patricia B.; And Others
Educational Research Development and Evaluation: A Training Curriculum.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Minorities and Women's Programs.
Pub Date Sep 81
Grant-NIE-G-81-0043
Note-206p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Budgeting; *Educational Research; Program Development; Program Evaluation; *Proposal Writing; *Research Design; Research Projects; *Research Proposals; Task Analysis; *Technical Writing; *Training Methods; Workshops

The curriculum for this 2-week workshop on educational research development and evaluation is designed to increase participants' skills in project development and proposal writing and increase their knowledge of research and evaluation methods. Geared toward adult professionals who are skilled and motivated, the curriculum helps participants to develop and to refine a proposal for educational research development and evaluation. The curriculum is sequentially arranged, and each section is presented with the same format, beginning with an overview of the information covered, "tips," and possible sources of problems. The curriculum's eight sections deal with: (1) the review process, proposal guidelines, and a simulated review process; (2) idea development and refinement, statement of needs, literature reviews, and proposal writing tips; (3) research problem statements, measurement considerations, sampling and design; (4) types of evaluation, threats to validity, and evaluation models; (5) task analysis, time lines, person loading charts, staffing and budgeting; (6) promotion and retention, visibility, and mentoring; (7) influencing policy and sources of private and public funding; and (8) participant reporting and evaluation. Following the section introduction, objectives, and sample schedule, a separate outline is given for each lecture and activity in the section. For each lecture, a content outline includes the major points to be covered. Also included are a list of possible handouts, and, if appropriate, further references. (JD)

ED220513 TM820529

Humes, Anne
Writing Samples, Scoring Keys, and Scoring Guides: A Pilot Study.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No-SWRL-TN-3-79-05
Pub Date 31 May 79
Note-43p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education; *Evaluation Criteria; Guidelines; Pilot Projects; *Scoring; *Test Construction; Testing Programs; Test Items; *Writing Evaluation; *Writing Skills
Identifiers-*Los Angeles Unified School District CA

A pilot study was undertaken to develop appropriate writing samples for assessment of composing tasks, to examine the utility and time requirements of scoring keys, particularly regarding their consistency and objectivity, and to study the efficacy of scoring guides. Five classes from second to sixth grade in a school in the Los Angeles Unified School District (LAUSD) participated in the study. The numerical equivalents assigned to the scores enabled staff to determine the appropriateness of the composing tasks on the basis of the students' success. Four of the five composing tasks, designed to be parallel to the LAUSD Surveys of Progress in Essential Skills, were appropriate. The scoring keys facilitated rapid scoring of the writing samples on a consistent and objective basis. Scoring the writing samples was not a time-consuming process, averaging less than 3 minutes per sample. These results confirm the feasibility of writing samples for large-scale assessment. (Author/CM)

ED220194 PS012995

Anderson, Elaine A.

The Politics of Family Day Care: Legislatively What Can Be Done.

Pub Date Oct 81

Note-30p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 16, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Certification; *Child Caregivers; Early Childhood Education; *Family Day Care; *Governance; Program Administration; *Public Policy; Questionnaires; State Surveys; Training

Identifiers-*Connecticut

A questionnaire designed to measure a number of topical issues regarding child care providers and child care provision was sent to all licensed family day care home providers in the state of Connecticut. The questionnaire focused on six major areas of investigation: the service provider's history in the area of day care, issues surrounding licensure, training and technical assistance, and providers' interaction with the state and district administration of family day care. Several questions were asked about the children under care and the families making use of it. The final section of the questionnaire focused on the family day care home providers themselves. Of 2,500 eligible participants, 800 were randomly selected for participation. A total of 386 completed questionnaires were returned. Results are discussed, and general policy recommendations in the areas of administration, legislation, and social science research are offered. (RH)

Sampson, Sue Scott
Mass Communications - USMES Teacher Resource Book. Second Edition. Trial Edition.
Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-013-0
Pub Date 77
Grant-SED-69-01071
Note-248p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communications; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; *Mass Media; Mathematics Education; Metric System; Playgrounds; *Problem Solving; Process Education; Resource Materials; School Safety; School Vandalism; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find a good way to tell many people about a topic/problem (vandalism, playground safety, teaching the metric system). The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of mass communications problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2, 5/6, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220366 SO014206

Banks, James A.

Social Problems and Educational Equity in the Eighties.

Pub Date Sep 81
Note-52p.; An overview paper prepared for presentation at a Working Meeting of the School Finance Project, United States Department of Education (Washington, DC, September 10-11, 1981).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education; Educational Opportunities; Educational Planning; Educational Policy; Elementary Secondary Education; English (Second Language); *Equal Education; Ethnic Groups; Ethnic Studies; *Futures (of Society); Higher Education; Minimum Competency Testing; *Minority Groups; Nondiscriminatory Education; Preschool Education; Skill Development; *Social Problems; Standardized Tests

This paper describes social problems that ethnic minorities are likely to experience in the 1980s and presents guidelines for shaping educational policies and programs that will help ethnic minority youths to experience more educational equity during the remainder of the decade. The minority groups discussed are those that are heavily concentrated below the poverty level and that experience enormous social, economic, and educational problems. Educational equity is defined in terms of output variables or the effects of schooling, rather than in terms of input variables such as expenditure per pupil and school facilities. Ethnic communities are likely to continue to be characterized by both a substantial lower class and a significant middle class throughout the 1980s. However, the rate of growth of the middle class ethnic community is likely to be slowed during much of the decade. The working class will remain a significant segment of ethnic communities. The following issues, which will continue to be important for the education of minorities throughout the 1980s, are discussed and policy issues related to them are presented: (1) teaching minority youths the basic skills; (2) teaching English to children who speak other first languages; (3) standardized testing of minority group populations; (4) minimal competency testing; (5) preschool care and educational programs; (6) private and public schools; and (7) ethnic studies programs in the nation's schools and colleges. (Author/RM)

ED220386 SO014240

Bruce, William C.

Writing Social Studies Objectives That Require More Than Memory: A Programmed Text.

Pub Date 72

Note-143p.; Print marginally legible throughout original document.

Available from-William C. Bruce, University of South Carolina at Spartanburg, Spartanburg, SC 29303 ($15.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development; Definitions; *Educational Objectives; Elementary Secondary Education; Higher Education; Programed Instructional Materials; *Social Studies; *Teacher Education; Textbooks; Writing Exercises

This self-explanatory, self-pacing programmed text will help pre- and in-service teachers learn to write social studies objectives. The text material is organized according to the cognitive domain structure as outlined by Benjamin S. Bloom, et al. in "Taxonomy of Educational Objectives; Handbook I: Cognitive Domain." There are six major sections dealing with knowledge, comprehension, application, analysis, synthesis, and evaluation. In each section teachers read about the characteristics of objectives of a particular level, study examples, take short quizzes, and write their own objectives. For example, in the first section teachers learn that a knowledge level objective requires students to recall information to which they have been previously exposed and to cite in similar form or to recognize the information when asked to do so. Teachers are then presented with lists of objectives--some containing examples of objectives at the knowledge level and others containing examples not at the knowledge level. They are then asked to read through items in a list to select those which are knowledge objectives. Finally, applying what they have learned, teachers write their own knowledge objectives. (RM)

ED220491 TM820504

Newman, Dorothy C.; Stallings, William M.

Teacher Competency in Classroom Testing, Measurement Preparation, and Classroom Testing Practices.

Pub Date Mar 82

Note-38p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Competence; *Educational Testing; Measurement; Teacher Education Programs; Teacher Effectiveness; *Teacher Made Tests; *Teachers; *Testing

Identifiers-Measurement Competency Test (Mayo); *Teacher Competencies

An assessment instrument and a questionnaire (Appendices A and B) were developed to determine how well teachers understand classroom testing principles and to gain information on the measurement preparation and classroom practices of teachers. Two hundred ninety-four inservice teachers, grades 1 through 12, from three urban school systems in Alabama, Florida and Georgia, responded by mail to the instruments. Results indicated teachers have only a moderate understanding of classroom testing principles, even though they have completed a substantial amount of measurement training. Measurement training practices do not seem to be any more effective now than they were over 15 years ago. Such findings suggest a need for qualitative change in preservice and inservice measurement training. Questionnaire results showed that teachers prefer certain test purposes, instructional objectives, and types of items for their teacher-made tests. (Author/PN)

ED220071 IR010156

Bunderson, C. Victor; And Others

Instructional Systems Development Model for Interactive Videodisc Training Delivery Systems. Volume I: Hardware, Software and Procedures.

WICAT, Inc., Orem, Utah.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No-ARI-TR-511

Pub Date [Jun 80]

Contract No-MDA903-78-C-2023

Note-108p.; Some figures will not reproduce. For related document, see ED 196 413.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Computer Assisted Instruction; *Computer Programs; Display Systems; Input Output Devices; *Instructional Development; Man Machine Systems; Media Research; Military Training; *Production Techniques; *Videodisc Recordings; Video Equipment

Identifiers-Authoring Aids; *Instructional Systems Development; Intelligent Videodisc Systems

Developed for use by army authors, this report provides information to assist in the step-by-step production of interactive videodisc training delivery systems (VTDS). The first of three volumes describes the hardware and software for VTDS, as well as videodisc authoring and production systems (VAPS). The range of capabilities of consumer-model videodisc players and intelligent videodisc systems is explained and three levels of authoring/production software are summarized. Systems design, potential applications, and a description of levels of learner/computer interaction are examined. Included in the discussion of authoring and production processes and premastering considerations are the constraints involved, the relative merit of tape versus film-based production, and alternatives for text and graphics production, editing, and proofs. A list of available hardware and software necessary to facilitate authoring and a 31-item bibliography are included. (LMM)

ED220094 IR010314

Shaughnessy, Thomas W.

Procedures for Inventorying and Replacing Missing Monographs in a Large Research Library.

Pub Date 81

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Books; Check Lists; *College Libraries; *Facility Inventory; Guidelines; Higher Education; Library Collections; *Library Materials; *Library Technical Processes; *Property Accounting; Research Libraries

Divided into inventory project procedures for the identification of missing books for future replacement and inventory guidelines for use by subject librarians to determine whether an item should be replaced, this report sets forth very specific procedures for conducting a comprehensive inventory of monographic holdings. They are based on experience gained through the University of Houston's inventory of monograph collections in the central research library, which was initiated partly to combat the frustration experienced by users when missing books are not traceable to shelving and loan procedures. Information is provided on work scheduling, performance standards, and the correction of bibliographic records, and an inventory problem checklist is included. (Author/RAA)

Hodges, Daniel L.
Findings from Cognitive Psychology and Their Applications to Teaching.
Pub Date Apr 82
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques; *Cognitive Processes; Community Colleges; *Learning Processes; *Memory; *Psychoeducational Methods; *Teacher Effectiveness; Teaching Methods; Two Year Colleges

As an aid to increasing teacher effectiveness, this paper outlines findings derived from the field of cognitive psychology on the way in which memory operates, provides examples, and suggests a variety of ways the information can be applied in teaching. Among the findings cited are the following: (1) some types of information can be encoded (i.e., their meaning elucidated) faster than others; (2) information is more easily remembered in the context in which it was first learned; (3) items in the memory are linked together in networks and require "maps" to retrieve them; (4) information that is useful, necessary, or meaningful can be more easily retained than superfluous or irrelevant material; (5) people tend to set criteria to determine whether they understand something; (6) there are limits to short-term memory both in terms of time and capacity; and (7) items in the memory can be activated by recalling related words or concepts. The paper suggests that teachers can apply these findings by, for example, varying the speed at which different types of material are presented; associating concepts with surrounding sights, sounds, feelings, etc.; establishing relationships which link concepts and ideas together; "mapping out" lectures; giving students concrete examples and using mnemonic devices; getting students to test themselves; avoiding overload of the short-term memory; and reactivating students' memories by reviewing facts and concepts. (HB)

Fields, Marjorie

Alaska Early Childhood Teacher Certification [and] Early Childhood Teacher Certification in Other States.

Pub Date [Jun 81]

Note-14p.; Two pages in original document contain small print and may not reproduce well.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bachelors Degrees; *Core Curriculum; *Early Childhood Education; National Surveys; Paraprofessional Personnel; Professional Personnel; *State Programs; *State Standards; *Teacher Certification

Identifiers-*Alaska

The Alaska Early Childhood Certification (AECCP) process and a summary of a national survey of early childhood certification processes are provided in this report. The AECCP consists of four stages, three of which are directed toward paraprofessionals. The initial phase of certification may be obtained when early childhood training is begun. The second phase of certification requires the trainee to either earn a nationally awarded Child Development Associate certificate or complete a 1-year equivalent intensive training program in early childhood education. Work completed at the second level is applicable to the third phase of training and certification: the associate degree level. The associate degree adds general education knowledge in areas such as English, history, math, and science to the teaching expertise gained in the preceding level of training. The fourth and final step in the certification process is the bachelor's degree, which qualifies the recipient for full professional-level teacher certification. Courses associated with each level of certification are listed. Responses to the national survey obtained from 30 states were used in developing Alaska's early childhood teacher certification plan. (RH)

ED220295 SE038820

Environmental Studies. Plano Outdoor Learning Center.
Plano Independent School District, Tex.
Pub Date Aug 77
Note-556p.
EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Animals; Curriculum Guides; Elementary School Science; Elementary Secondary Education; *Environmental Education; Ichthyology; *Nature Centers; Ornithology; *Outdoor Activities; Outdoor Education; Pollution; *Science Activities; *Science Teaching Centers; Secondary School Science; Teaching Guides; *Trails; Units of Study

This curriculum guide for the Plano Intermediate School District (Texas) Outdoor Learning Center is divided into three major sections. Section I provides information on the numbered stations/posts found along the perimeter and inner trails of the center and includes brief comments on the philosophy of environmental education and the history (geology, land use) and use of the trails (trail construction, signs, general rules). Section II is designed to provide background information for teachers using the center and includes a sample permission form; guidelines for student preparation (permission form importance, safety, conservation/preservation, general rules); emergency procedures; list of common/scientific names, locations, and characteristics of plants found at the center; common/scientific names, habitats, and other information on animals found at the center; and geological information. Section III provides a list of seven goals for K-12 environmental education and an extensive number of science unit plans. Each unit plan includes title; key concepts; content area; grade level; objectives; classroom, campus, site, and/or supplementary activities with related instructional strategies; and instructional resources. A bibliography, feedback form, and list of features found seasonally or at varied locations on the trails are also provided. (JN)

ED220327 SE039089

Agro, Sally; And Others

Collecting Data. USMES Intermediate "How To" Set

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-030-0
Pub Date 77
Grant-SED-69-01071
Note-77p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Analysis; *Data Collection; *Elementary School Mathematics; *Elementary School Science; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Research Methodology; Science Course Improvement Projects; Science Education; Social Studies; Statistics; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of six booklets on collecting data, intermediate grade students learn how to collect good data, round off and record data, do an experiment, make an opinion survey, and choose a sample. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples or stories about students using the skill or process being taught, each example emphasizing a different aspect of the skill or a potential pitfall. The first page tells why or when students may need the skill covered in the booklet and includes a table of contents. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220405 SP020414

Lewis, Charles E.; Lewis, Mary Ann

Teaching Children Self-Care: A Counter-Cultural Proposal.

Pub Date 82
Note-21p.; Paper presented at the "Learning for Life" Conference on the Future of Health Education (Vancouver, British Columbia, Canada, April 29-May 1, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children; *Class Activities; Decision Making; Elementary Education; *Health Education; *Health Programs; Parent Child Relationship; Patient Education; Psychological Characteristics; School Health Services; *Self Care Skills; Self Evaluation (Individuals)

Projects and research studies, often involving minority or low income students, developed by two medical specialists, focused on health attitudes and behaviors of elementary school students. A 2-year study of the impact of allowing students to initiate their own health care, with the aid of school nurse practitioners, identified distinct characteristics of frequent utilizers of school health care. These findings reinforced those from later studies on children's decision making processes in self initiated health care. Several curricula were developed to teach children to identify symptoms and to initiate appropriate responses to several health problems: (1) Actions for Health, a four-unit supplement to traditional health programs; (2) Circle of Care program, which presents teachers with insights into the family background of their students; and (3) a teaching unit for Egyptian schools based on the Actions for Health and Circle of Care programs. The major lesson learned from the studies is that, if one talks and listens to children, it is apparent that most are quite rational and more competent to deal with health matters than adults choose to believe. (FG)

ED220117 JC820288

Blai, Boris, Jr.

Institutional Research & Long-Range Planning in Two-Year Colleges.

Pub Date [82]

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Administration; *College Planning; Community Colleges; *Institutional Research; *Long Range Planning; *Research Directors; Self Evaluation (Groups); Two Year Colleges

By helping to concentrate the efforts of all organizational units on institutional goals, by establishing research-based information systems, and by learning to allocate scarce resources efficiently, institutional researchers can offer numerous benefits for the management and operation of 2-year colleges. A comprehensive institutional research program assesses resource allocation, student potential, institutional and student achievement, curricular and program needs and priorities, and the college's impact on the community. In undertaking these activities, the researcher's chief function is to provide data to assist management in arriving at sound decisions. As such, institutional research is a service function, rather than a line management or administrative function. Indeed, by participating in the administrative phase of the planning process, institutional researchers may relinquish their future potential as objective evaluators. Institutional researchers may fulfill their service function by conducting theoretically oriented, long-term institutional studies; providing evaluative information on all aspects of planning; providing predictions, simulations, and models; monitoring the effects of short-range actions on long-range goals; and applying management science principles. The paper concludes with brief descriptions of William Rainey Harper College's (Illinois) long-range planning model and Harcum Junior College's (Pennsylvania) institutional research function. A discussion of the advantageous characteristics of small 2-year colleges is appended. (KL)

ED220135 JC820388

McConochie, Daniel D.

Student Follow-Up of 1976 Entrants: Maryland Community Colleges. Four Years Later.

Maryland Community Colleges Research Group.; Maryland State Board for Community Colleges, Annapolis.

Pub Date May 81

Note-34p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Graduates; College Transfer Students; *Community Colleges; Dropouts; Employment Patterns; Followup Studies; *Outcomes of Education; *Participant Satisfaction; Questionnaires; State Surveys; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup

Identifiers-*Maryland

In spring 1980, a follow-up study was conducted of all students who entered Maryland community colleges for the first time in fall 1976. Questionnaires were sent to 26,829 students soliciting information on educational objectives and goal achievement, full- or part-time attendance, satisfaction with instruction and overall quality, reasons for leaving the community college, employment, and transfer experiences. Selected findings, based on a 47% response rate, include the following: (1) 81% of those who had enrolled in occupational programs were employed at the time of the survey; (2) 70% of those whose primary reason for attending a community college was to prepare for transfer had achieved that goal; (3) 94% expressed satisfaction with their program, and 96% were satisfied with the college attended; (4) 32% of the respondents reported that their primary reason for attending the college was to prepare for transfer, 32% to enter a career or update job skills, 18% for self-interest and enrichment, and 15% to explore a new area; (5) 35% of those entering with the goal of obtaining an associate in arts degree had received the degree within 3.5 years; (6) the primary reasons that non-graduates gave for not returning to college were that they had achieved their academic goal or had transferred before graduation; and (7) 62% of the respondents reported that they had attained the goal for which they had attended college. The questionnaire is appended. (Author/HB)

ED220173 JC820444

Hauselman, A. J.; Tudor, Dan

Compendium of Selected Data & Characteristics: University of Kentucky Community College System, 1981-82.

Kentucky Univ., Lexington. Community Coll. System.

Pub Date Aug 82

Note-81p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Graduates; College Libraries; *Community Colleges; Educational Finance; *Enrollment Trends; *Financial Support; Income; Operating Expenses; State Colleges; State Surveys; *Student Characteristics; Tables (Data); Teacher Salaries; Two Year Colleges; *Two Year College Students

Identifiers-*Kentucky

A history of the University of Kentucky Community College System (UKCCS) begins this presentation and analysis of data on UKCCS enrollment, instructional programs, financial support, and student characteristics. Section 1 looks at fall 1981 headcount enrollments for each of the 14 UKCCS campuses in terms of distribution by enrollment status, class, sex, and residence. Enrollment trends are considered in section 2 with regard to: (1) headcount and full-time equivalent (FTE) enrollments for 1964 and 1971 through 1981; (2) fall 1981 headcount enrollment by degree level (i.e., transfer, technical, and non-degree) and in comparison to fall 1980 enrollment; (3) degree level enrollment by sex; (4) credit hours offered by degree and course levels; (5) FTE enrollment by degree and course levels; and (6) a comparison of FTE enrollments by course level for fall 1979 through fall 1981. This section also looks at the number of graduates by degree, technical peogram, and college for 1974 through 1981; UKCCS library holdings; and the highest degree held by faculty. Section 3 analyzes the financial support base of UKCCS, detailing general fund expenditures by function, expenditures from recurring general funds, general funds budgeted by function, and average faculty salaries by rank. Section 4 examines the income, ethnic status, and age of fall 1981 first-time freshmen and compares their standardized test scores with those of similar groups in 1971 through 1980. The report includes 34 data tables. (KL)

ED220236 RC013537

Mathers, Sherry; And Others

Our Mother Corn. Teacher's Guide.

United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.; Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date 81

Note-32p.; For related document, see RC 013 536. Paper copy not available due to publisher's choice.

Available from-Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Production; *American Indian Culture; American Indian Education; *American Indian Literature; Discussion (Teaching Technique); Elementary Secondary Education; *Enrichment Activities; Extended Family; Farmers; Field Crops; Games; Geographic Location; Grains (Food); Housing; Legends; *Life Style; Oral History; Social Studies; Teaching Guides; Tribes

Identifiers-*Corn Culture; Hopi (Tribe); Navajo (Nation); Pawnee (Tribe); Pueblo (People); Seneca (Tribe); United States (Northwest); United States (Plains States); United States (Southwest)

Designed to accompany the preceding student text (which deals with the role of corn in the Seneca, Pawnee, and Hopi tribes), the teaching guide contains a suggested sequence of activities and needed supplementary information along with an indication of the student text they follow. Sections include: farming notes; basic needs activities; house descriptions; Navajo and Pueblo farming; matrilineal descent activity; summary matrix and discussion questions comparing the way the Seneca, Pawnee, and Hopi tribes grow and preserve corn; oral history; answers to concluding questions; and seven "corny" games. (AH)

ED220275 SE038799

Mishler, Carla Griebel

The Integration of Experimental Science with Language Arts Instruction in the Elementary Curriculum.

Pub Date Jun 82
Note-38p.; Course paper, Indiana University at South Bend.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cerebral Dominance; *Cognitive Development; Cognitive Processes; Elementary Education; *Elementary School Science; Instructional Design; *Interdisciplinary Approach; *Language Arts; Logical Thinking; *Neurological Organization; Science Education; *Science Instruction
Identifiers-*Science Education Research

This paper identifies and analyzes the relationship between experiential science instruction, language arts, and cognitive development to provide information and recommendations concerning the integration of elementary science and language instruction. Annotated citations are provided grouped under the following categories: (1) recent status of elementary school science; (2) relationship between science experiences and cognitive functioning (cognitive skill development, cerebral lateralization); (3) relationship between experimental science and language arts (reading/reading readiness, other language arts skills); and (4) process of integrating experiential science and language arts instruction. Conclusions drawn from analysis of the annotated studies/reports indicate: a decline has occurred in the status of elementary school science in terms of instructional time and money devoted to purchase of science materials; cognitive skills can be affected by experience and science experiences enhance cognitive skill development; cerebral lateralization is linked to development of logical thinking skills; a relationship exists between science/language arts instruction and Piaget's developmental model and lateralization. Basing the recommendation on studies showing the positive effects of experiential science on language arts, the author advises that science instruction be related to language arts as much as possible. (Author/JN)

ED220346 SE039111

Hulnick, Andrea; And Others

Earth, Sea, & Sky. Environmental Activities for Preschool Through First Grade.

Environmental Education Association of Oregon, Portland.
Spons Agency-Oregon State Div. of Children's Services, Salem.
Pub Date 81
Note-145p.
Available from-Environmental Education Association of Oregon, P.O. Box 40047, Portland, OR 97240 ($6.50 ea., 10 copies or more $3.90 ea.).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Animals; Art Activities; Botany; Elementary School Science; *Energy; *Environmental Education; Food; *Learning Activities; Preschool Education; Primary Education; *Recycling; Science Activities; Science Education; *Trees

Environmental education activities for young children are provided. Focusing on trees/plants, food/harvesting, energy, recycling, and animals, the simple activities have been designed to foster development in the following areas: social, self-awareness, behavior, language, motor development, and problem-solving. Recommended age range, recommended number of children participating, materials needed, instructions, and helpful hints (accompanied by illustrations) are provided for each activity. Typical activities include making a hand tree; spackle painting with leaves; preparing a dry leaf collage; fingerpainting with leaf shapes; making applesauce, peanut butter, fruit salad, fruit smoothies, cornbread, pumpkin pie, vegetable stew, and whole wheat muffins; making sun tea; making solar collectors; constructing paper airplanes; working with balloons, cork sailboats, candles, and drills; recycling projects, emphasizing classification skills; fingerpainting fish; drawing whales; constructing an ocean mural; constructing birdfeeders from plastic bottles and pinecones; making and using binoculars; creating animals from playdough and potatoes; face painting; and making animal hats. Lists of recommended books and suggestions for field trips are also provided. (JN)

ED220428 SP020576

Anderson, Gary; Watson, Hoyt

Establishing a Climate for Reduction of Tension between Administrators and Teachers.

Pub Date Feb 82

Note-16p.; Paper presented at the National Conference of the Association of Teacher Educators (Phoenix, AZ, February 13-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; *Administrator Responsibility; Conflict Resolution; Coping; Elementary Secondary Education; Helping Relationship; Leadership Styles; *Locus of Control; Parent Attitudes; *Stress Variables; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Responsibility; Teacher Transfer

A review and a study of specific situations or movements show conditions that create stress for and between administrators and teachers. Today's emphasis on teacher accountability has created stress for teachers, chiefly because they feel they are being held responsible for things over which they have no control. The administrator can be of great help by strongly backing the teacher and working with the teacher on acceptable methods of discipline. There is also the feeling among teachers that they are held totally responsible for student achievement but have no control over other achievement-related factors, such as home environment, previous knowledge, and student background. Administrators must demonstrate that they fully understand these other factors. Administrators should also shield teachers from "meddling" parents. Teacher transfer and reduction in force can create severe anxiety, and administrators must make sure their actions are clearly understood by teachers and make any transition as smooth and untraumatic as possible. Lack of support from superiors seems to cause a great deal of stress, and teachers need administrators who are understanding, supportive, caring, and instructionally competent. Student violence is a problem on which teachers and administrators must work together with strong mutual support. Another tension/stress issue is that of evaluation. Teachers and administrators should view evaluation as a helping and supporting function, not as a threat. Outside pressure groups can cause friction and tension between administrators and teachers unless they are handled with the sense that together they represent an educational team and find a basis for agreement. The appendix to this paper lists rank orders of stress producing factors for teachers and administrators and ways in which the factors can be reduced. (JD)

ED220470 SP020962

Loughlin, Catherine E.; Suina, Joseph H.

The Learning Environment: An Instructional Strategy.

Report No-ISBN-0-8077-2714-8
Pub Date 82
Note-249p.
Available from-Teachers College Press, Columbia University, New York, NY 10027 ($14.95).

Document Not Available from EDRS.

Descriptors-Accessibility (for Disabled); *Classroom Design; *Classroom Environment; *Elementary Schools; Equipment Storage; Exceptional Persons; Found Spaces; Multipurpose Classrooms; Reading Instruction; School Buildings; *School Space; Space Dividers; *Space Utilization; *Student Interests

This book offers both a conceptual framework and practical guidance for arranging the elementary school classroom. It provides examples and drawings of arrangements from real classrooms and information and procedures for providing supportive learning environments. A conceptual overview of the learning environment considers the environment as a tool for influencing behavior and as an aid to the teacher in management of tasks, and suggests ways in which an analysis of the classroom environment may help solve problems. The first section in the book concentrates upon the organization of space within the classroom, how to visualize space and room arrangement, and space from a child's perspective. Organizing space for activity and movement are discussed as well as ways to observe and correct faulty traffic patterns and underused areas. In section II, provisioning classrooms with instructional materials to enhance continuous learning is dealt with, including effective storage and arrangement, and obtaining materials and tools for multiple uses. The third section is devoted to arrangement and display of learning materials, providing physical access to materials and distribution of materials. The final section covers the topic of organizing the classroom to promote literacy through creative displays, the functional use of print, and literature activities. Ways of supporting children with special physical needs are included in this section. A bibliography is appended. (JD)

Bunch, Michael B.
Using Non-Normed Tests in Title I Evaluation.
Pub Date Mar 82
Note-23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compensatory Education; Correlation; Criterion Referenced Tests; Elementary Secondary Education; *Evaluation Methods; Models; *Program Evaluation; Scores; Test Format; *Testing Problems; *Test Norms; Test Use
Identifiers-Elementary Secondary Education Act Title I; *Non Normed Tests; *RMC Models

Research evidence relating to the utility of the RMC evaluation models of compensatory education employing non-normed tests is examined. The history and evolution of five early models into the current norm-referenced model utilizing a non-normed test (Model A2), non-normed versions of a comparison model (Model B2), and the regression model (Model C2) are described. Technical considerations of minimum correlation, score overlap and score distribution for Model A2 and the estimation of population standard deviations on the non-normed test for Models B2 and C2 are discussed. Practical considerations include group size, grade level, type of score used and instrument sensitivity. Problems and proposed solutions are discussed. The preference for non-normed tests is shown to stem from a perceived discrepancy in the sensitivity of tests to instructional objectives, so the task of comparing alternative implementation strategies for various models is considered. The utility constraints of the Education Consolidation and Improvement Act of 1981 are discussed. In the light of practical alternatives presented and seemingly insurmountable problems in Models A2, B2 and C2, it is recommended they be abandoned. (Author/CM)

ED220514 TM820531

Yen, Wendy M.

Use of Three-Parameter Item Response Theory in the Development of CTBS, Form U, and TCS.

Pub Date Mar 82

Note-62p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Tests; Bayesian Statistics; Cognitive Processes; *Data Collection; *Item Analysis; *Latent Trait Theory; Maximum Likelihood Statistics; Scoring; *Standardized Tests; *Test Construction; Test Items

Identifiers-*Comprehensive Tests of Basic Skills; *Test of Cognitive Skills; Three Parameter Model

The three-parameter logistic model discussed was used by CTB/McGraw-Hill in the development of the Comprehensive Tests of Basic Skills, Form U (CTBS/U) and the Test of Cognitive Skills (TCS), published in the fall of 1981. The development, standardization, and scoring of the tests are described, particularly as these procedures were influenced by the use of item response theory (IRT). Aspects of the development of the tests described include: (1) item tryout data collection design; (2) item statistics; (3) item selection criteria and procedures; (4) data collection and analysis design for equating levels of final tests; (5) maximum likelihood scoring procedures for obtaining trait estimates from number-right scores, as well as from item-response vectors; and (6) Bayesian/IRT procedure for obtaining objective mastery scores. The usefulness of the IRT procedures in clarifying test development and standardization is discussed. (Author)

ED220536 TM820563

Shanahan, Timothy

Specific Learning Outcomes Attributable to Study Procedures.

Pub Date Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Definitions; Higher Education; *Independent Study; *Learning Processes; Multivariate Analysis; Prose; *Reading Comprehension; Recall (Psychology); *Retention (Psychology); Study Skills; Undergraduate Students

Identifiers-Graphic Postorganizers

The amount and structure of prose learning derived from vocabulary definition and graphic post-organizer construction methods of independent study tasks is examined. Undergraduate subjects (n=144) read a 2000-word passage in a 20-minute reading period. Two subject groups performed text information tasks while a third acted as a control to measure recall derived from a reading-only strategy. Two days later, all subjects, including an additional control group (n=44) who had neither read nor studied the material, completed a multiple-choice test on the passage. Results of a multivariate analysis of variance indicated that both study procedures were successful, but that the two groups differed on specific types of information learned. A single discriminant function was found to separate the two study groups. Vocabulary rehearsal led to the learning of greater amounts of subordinate level information, while graphic post-organizer usage led to the learning of more superordinate information. This study was limited due to low internal consistencies, short test drawn from a single content area, and learning measured on the basis of recognition only. (Author/PN)

ED220555 UD022495

Schreiber, Martha J.

America's New Scapegoat: A Brief Study of American-Indochinese Student Relationships in a California Public High School.

Pub Date Jun 82

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acculturation; Adjustment (to Environment); *Ethnic Bias; *Ethnic Relations; High Schools; *Indochinese; *Interpersonal Relationship; Refugees; *Student Attitudes; *Whites

Identifiers-California (Stockton)

American students (mostly white) at a public high school in Stockton, California responded to written questionnaires and oral interviews on their attitudes toward and relationships with Indochinese students in their school and community. The data showed that tension and hostility exist between American and Indochinese students, with 52 percent of the Americans expressing negative views toward the Indochinese. Most of the respondents expressed the opinion that easing the existing language barrier was necessary to ease tensions. High levels of contact between Americans and Indochinese were found to be correlated with positive American attitudes toward the Indochinese; conversely, moderate to low levels of contact were correlated with negative attitudes. It was suggested that non-exposure or low levels of contact perpetuate ill-feelings and racial tension. Hence it was proposed that by increasing levels of exposure and contact between American and Indochinese students, the number of American students with positive opinions about the Indochinese would be increased as well. (Author/MJL)

ED220095 IR010315

Mebane, Donna Davis, Ed.

Solving College and University Problems Through Technology.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 81

Note-481p.; Papers originally presented at the EDUCOM Annual Conference (Atlanta, GA, October 1-3, 1980) have been revised and edited for publication.

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-*College Administration; College Faculty; College Libraries; Computer Literacy; *Computer Oriented Programs; Fund Raising; Higher Education; *Information Services; *Library Automation; *Management Information Systems; Networks; Online Systems; Shared Services; Student Recruitment; Technological Advancement; Universities

Identifiers-Electronic Publishing; *Information Technology

Addressed to individuals in higher education who are concerned about the application of information and data processing technologies to problems in college and university administration, instruction, and research, the 43 papers in the collection are concerned with such topics as the nature of new information technology; the use of information technology in institutional resource management and program planning; institutional strategies for document preparation and information dissemination; information technology applications for student recruitment and enrollment activities, fundraising and alumni relations, and monitoring and controlling institutional energy costs; word processing for instructional and research purposes; developing a computer-literate faculty; access to specialized educational resources through computer systems; national and regional resource sharing organizations; the impact of computer technology on library organization and staffing; the use of computers for library circulation and inventory management; information technology and the storage and use of library holdings, with special attention to document delivery, remote access systems, and networking and national bibliographic databases; and contrasting views on the role of computer and information technology in institutions of higher learning. (JL)

ED220155 JC820409

Hodges, Daniel L.

A Teacher's Guide to Memory Techniques.

Lane Community Coll., Eugene, Oreg.
Pub Date 82
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges; *Learning Processes; *Learning Theories; *Memorization; Memory; *Mnemonics; Recall (Psychology); Retention (Psychology); Two Year Colleges

To aid instructors in teaching their students to use effective methods of memorization, this article outlines major memory methods, provides examples of their use, evaluates the methods, and discusses ways students can be taught to apply them. First, common, but less effective, memory methods are presented, including reading and re-reading materials, recitation, intensive studying, and detailed organization and classification of new material. Next, encoding memory methods are reviewed, whereby words or concepts are translated into other, more easily remembered, forms. Methods are discussed for encoding concrete words; encoding abstract words phonetically or semantically; and encoding numbers through imagery. Then, organizational memory methods, which require the creation of an artificial method of organizing material, are outlined. Three of these methods provide pegs on which to hang concepts: the "method of loci" links items to be memorized to a previously prepared set of locations; the "peg-word method" involves taking the material, encoding it into images, and making a vivid picture linking the peg word to the item to be remembered; and the "first letter recording method." The next three methods, story mnemonics, link mnemonics, and the use of rhymes and songs, involve chain processes for aiding the memory. Finally, brief tips are provided for helping students to use memory techniques. (HB)

ED220195 PS012996

Moely, Barbara E.; Stewart, Krista J.

The Relationship Between WISC-R "Freedom from Distractibility" Subtests and Selected Measures of Achievement, Comprehension Monitoring, Self-Testing, and Other Recall Strategies.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Comprehension; *Correlation; Elementary Education; Elementary School Students; *Factor Structure; Recall (Psychology); *Regression (Statistics); Serial Learning; Study Skills; *Test Interpretation

Identifiers-*Wechsler Intelligence Scale for Children (Revised)

Factor analyses of the Wechsler Intelligence Scale for Children-Revised (WISC-R) have typically yielded three factors: two generally understood to reflect basic verbal and performance dimensions and one about which there is no consensus with regard to what is measured. The aim of the present study is to elaborate the meaning of the third factor by examining the relationship between performance on the arithmetic, coding, and digit span subtests of the WISC-R and a variety of other cognitive and behavioral measures, especially measures which reflect developmental changes in information processing skills or strategies. Subjects were 96 fifth-grade children, 54 boys and 42 girls, who scored within the normal range of intelligence on a group IQ test. Children were seen in two sessions about 10 days apart. During the first session, six subtests of the WISC-R were administered. Then, during the second session, comprehension monitoring tasks, serial recall tasks, and modified serial recall tasks for assessing study strategies were completed by the children. Additionally, total reading and total math achievement scores from the comprehensive Test of Basic Skills as well as total IQ scores from the Short Form Test of Academic Aptitude were collected. Results of canonical correlation and regression analyses are discussed. (RH)

ED220216 PS013042

Asche, Austin

The Rights of the Child. Institute of Family Studies Discussion Paper Number 5.

Institute of Family Studies, Melbourne (Australia).

Report No-ISBN-0-642-88800-0

Pub Date 14 Oct 81

Note-18p.; Paper presented at the Vernon Collins Memorial Lecture (1st, Melbourne, Australia, October 14, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childhood Needs; *Community Responsibility; Foreign Countries; *Government Role; *Legislation; *Public Policy

Identifiers-*Australia; *Childrens Rights

This memorial lecture offers a synoptic overview of the history of childhood and a selective discussion of the current state of children's rights in Australia. Attention is drawn to now generally recognized rights of children and to specific legislation or policy in Australia relative to each of those rights. Specific recommendations, thought to be acceptable to members of Australian society, are made in the effort to further secure the following rights: the right to education, the right to have wishes or interests considered in legal matters before courts, the right to legal representation, the right to personal safety, the right to be born without legal disability, the right to support, and the right to love and affection. (RH)

ED220255 RC013566

Bhola, Jacqueline Taylor

Occupational Mobility and Earnings of Male Workers: Metro and Nonmetro Comparisons.

Pub Date Sep 82

Note-28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, CA, September 1-4, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age; Career Change; Educational Attainment; Employment Patterns; *Employment Statistics; Longitudinal Studies; *Males; *Occupational Mobility; Occupational Surveys; *Place of Residence; Promotion (Occupational); Race; Rural Population; *Rural Urban Differences; *Salaries; Skilled Occupations; Unskilled Occupations; Urban Population

Identifiers-National Longitudinal Survey Work Exp Mature Men; National Longitudinal Survey Work Exp Young Men

Using the National Longitudinal Surveys of Work Experience for Mature Men and Young Men, the paper compares the occupational structure of nonmetro and metro areas in 1971 and 1976, analyzes occupational mobility patterns of both groups in each area, and examines the relationship between occupational mobility and earnings. Transition matrices and regression analysis show nonmetro residents changed occupations more often than metro residents; that changers generally had lower earnings; and that race, age, education, and occupation impacted on wage determination. No significant changes in occupational distribution of mature men are shown in either metro or nonmetro areas. Significant increases are reflected in the proportion of young nonmetro men employed as craftsmen, foremen, kindred workers and managerial occupations, while a decline is shown in the proportion employed in clerical, operatives, and nonfarm laborer occupations. Additionally, the report reveals young men in occupations requiring low skills and low education, specifically laborers (except farm and mine, and service workers), frequently changed occupations; however occupations requiring higher education and skills or capital investments were highly immobile. (Author/AH)

ED220296 SE038821

Edwards, Elwood Gene

Predicting Inner City Junior High School Students' Success on the Algebra Regents. Independent Study Project. Columbia Pacific University.

Pub Date Apr 82
Note-113p.; Ph.D. Dissertation, Columbia Pacific University.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Algebra; Educational Research; *Grade 9; Junior High Schools; *Mathematics Achievement; *Prediction; Secondary Education; *Secondary School Mathematics; Testing; Urban Education
Identifiers-*Mathematics Education Research; *New York State Regents Scholarship Examinations

This study concerns itself with the guest for reliable methods of helping a greater percentage of inner city junior high school students in New York pass the ninth-year Regents examination. It investigates the hypothesis that assigning inner city students to algebra by mathematics levels rather than reading levels will result in a higher passing percentage on the examination. This investigation also looks at: (1) Is student failure on the Regents test a result of pupils being unaware of its nature and purpose; (2) Is there a combination of reading and mathematics scores that will insure examination success; and (3) Are other factors more significant than reading and mathematics scores in determining success or failure on the Regents test. The study focuses on 36 students placed in the September 1980 Regents Algebra class based on testing of 435 eighth-grade students at Sands Junior High School in New York City. The class consisted of 22 students chosen on the basis of mathematics scores, 14 selected on reading scores. Among the results, it was found students assigned to algebra based on mathematics test scores did not do significantly better than students assigned based on reading scores. It is felt that this finding has definite instructional implications. (MP)

ED220367 SO014213

Maintaining Peace in Outer Space. Conference on the United Nations of the Next Decade (17th, Cooperstown, NY, June 19-24, 1982).

Stanley Foundation, Muscatine, Iowa.
Pub Date Jun 82
Note-52p.; Photographs and some pages with print on a colored background may not reproduce clearly.
Available from-Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 (free).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Disarmament; Futures (of Society); Global Approach; International Relations; *Peace; *Space Exploration; Technological Advancement; World Problems
Identifiers-United Nations

This is a report of a conference held to discuss maintaining peace in outer space. Nineteen space specialists participated in the conference. Topics discussed were recent technological developments, international cooperation for peaceful uses of outer space, prevention of weapons in space, and the future role of the United Nations. The report's conclusion states that the space age is moving away from the era of spectaculars. Although manned space flights still occur, the more routine applications of space technology to earth systems have a more direct effect on our lives. Similarly, the space age has moved from an era of seemingly insurmountable technical problems to a time when human, economic, and political issues may pose the greatest impediments to space progress. Chief among these is the lack of national will to assign high priority to managing space matters. Recommendations of the conference include the following: (1) Governments need to devote more resources to peaceful uses of space; (2) All nations need to assess their national needs and priorities regarding space; (3) Further study needs to be conducted of ways to apply advanced technology to basic needs; (4) United States-Soviet talks on antisatellite and other space weapons should be resumed; (5) Attempts should be made to reduce institutional rivalries, a problem that exists throughout the United Nations; and (6) Funding for the UN Secretariat's Outer Space Affairs Division (OSAD) should be increased. (RM)

Walker, Bruce; And Others
Multi-Cultural Descriptor. Staff Development for Education That Is Multi-Cultural.
Pub Date 79
Note-142p.
Available from-Lifelong Learning, 12 Bookline Lane, Spartanburg, SC 29303 ($30.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Assessment; Educational Needs; Educational Objectives; Educational Planning; Elementary Secondary Education; Higher Education; *Measurement Techniques; *Multicultural Education; *Needs Assessment; Self Evaluation (Groups)

This publication contains a procedure and three instruments for assessing and analyzing the extent to which an entire school district and educational program, department, school, or classroom within a school district or an institution of higher education is providing education that is multicultural. There are four steps to the process. Step number one involves distributing a copy of the definition of multicultural education to each person participating in the assessment. In this publication, multicultural education is defined as respect for and understanding of cultural diversity and individual differences. Step number two is data collection and analysis. Using one or a combination of three instruments provided in the publication, data are assessed and analyzed. The instruments utilize three different techniques: interviews, self-reporting, and observation. Specific instructions precede each instrument. The third step involves completing a profile sheet and writing a final report. The profile sheet provides an overall perspective. The final report provides a graphic representation of each category and includes written results, conclusions, and recommendations in narrative form. All of this information provides concrete data to assist in the institution's goal setting for education that is multicultural. The fourth step involves setting goals. (RM)

ED220406 SP020444

Tatum, Juanita Bowman; Blair, Marion R., Ed.
Peer Participation: A Key to Responsibility.
Pub Date May 82
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Techniques; Codes of Ethics; *Discipline; Grade 7; Junior High Schools; *Moral Development; Parliamentary Procedures; *Peer Influence; *Peer Relationship; Socialization; *Student Participation; Student Responsibility; Teaching Methods

For a successful transition to adulthood, young people need opportunities to be responsible, caring, participating members of society. A study was designed to test the effectiveness of peer discipline control in seventh grade classrooms. The context was a language arts class in which the students were learning parliamentary procedures. A class club was formed, with officers serving on a rotating basis. The purpose of the club was not only to teach rules of order and decision making in organizations, but also to apply a code of behavior to the classroom situation. It was the students' responsibility to not gain demerits for violating the behavior code. Club officers helped to interpret and enforce the code. A survey showed that all of the students participating in the clubs felt that their attitudes about peer participation and responsibility had improved. As a result of this finding, peer participation in classroom discipline is recommended as a key to positive junior high school student behavior. (FG)

ED220450 SP020830

Huling, Leslie L.

The Effects on Teachers of Participation in an Interactive Research and Development Project.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Mar 82

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

Available from-Research and Development Center for Teacher Education, University of Texas at Austin, Ed. Annex 3.203, Austin, TX 78712 ($2.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Action Research; Adoption (Ideas); *Attitude Change; Change Strategies; *Classroom Research; *Educational Innovation; Elementary Secondary Education; Inservice Teacher Education; *Research Utilization; *Teacher Attitudes

A professional development program was designed and implemented to help teachers gain new research knowledge and skills. An interactive research strategy was used to bring teachers, researchers, and staff development personnel together as a team to examine classroom problems and to plan a means to disseminate research findings. This process introduced teachers to all phases of a research project and helped them to develop research skills that could be used later as they encountered other problems. To evaluate the project's effectiveness, teachers were asked to respond to a Stages of Concern questionnaire. This instrument measured practitioner reaction to an innovation by determining individual attitudes toward it, ranging from mere awareness to enthusiastic espousal. Thirteen teachers, five university researchers, and three staff developers were organized into six research teams based on research interests expressed by the participants. Teachers were provided with approximately ten hours of initial training in general research practices and procedures and in the essential features of interactive research and development. Each team conducted a research project on various topics using an appropriate methodology and design and collaboratively planned a means to disseminate their findings. An evaluation of the project concluded that participating teachers demonstrated positive changes in concerns about the use of research findings and practices in teaching and that they gained significant research-teaching-development skills. (JD)

ED220072 IR010159

Microcomputers in Oklahoma Schools, A Survey. The State of Usage of Microcomputers in Oklahoma's Public Schools in January 1982.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date Mar 82

Note-37p.; Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Programs; Elementary Secondary Education; Input Output Devices; Intellectual Disciplines; *Microcomputers; Needs Assessment; School Surveys; Staff Development; State Departments of Education; State Surveys; *Use Studies

The data presented on microcomputer usage in the Oklahoma public schools are based on a 37.5 percent response to a survey mailed to the 1,785 school building principals in the state. The results are reported separately for elementary, middle, and secondary schools, including numbers of microcomputers with brand name and model, peripheral devices, and department assignment. Grade level, subject area, and program source are listed for both commercially and locally-developed software programs in use. Also provided is information on the types of problems schools are experiencing in using microcomputers, their plans to acquire additional equipment, school personnel's interest in a career guidance software package, oersonnel who need more training, and the type of training desired. This survey is to be the basis for activation of a microcomputer section, including a technical center, in the Oklahoma State Department of Education. (LMM)

ED220174 PS012668

Ladd, Gary W.; And Others

Parents, Teachers, and Competent Children.

Pub Date Apr 81

Note-36p.; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (Biloxi, MS, April, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Rearing; *Competence; *Definitions; Early Childhood Education; Guidelines; Literature Reviews; *Measurement Techniques; Observation; *Peer Influence; Peer Relationship; Standardized Tests; *Young Children

During the 1960s and 1970s an enormous amount of research was conducted to better understand children's social and intellectual development, and hundreds of educational programs for children and parents were initiated in hopes of improving conditions surrounding many of America's young children. By the middle 1970s, however, it became apparent that competence in the young child held different meanings for different professionals. Although attempts to arrive at a single definition have been only partially successful, references to competency in young children have become widespread in recent psychological and educational literature. Thus, it is the purpose of this paper to discuss the nature and development of competent behavior in young children as it appears in the literature and to suggest some approaches to the measurement and evaluation of competence in children. The first section of the paper stresses the importance of competent development in young children prior to formal schooling, the second deals with the question, What is a competent young child? and the third discusses the research on parenting and peer relations, focusing on the importance of these two factors in fostering the development of competence in young children. Finally, the fourth section suggests ways teachers can evaluate competence in young children. (MP)

ED220237 RC013538

Forsyth, Karen Williams, Neal, Colleen

Native Americans of Washington State (A Curriculum Guide for Elementary Grades). First Edition.

United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.; Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date 81

Note-93p.; Paper copy not avaialable due to publisher's choice. Best copy available.

Available from-Daybreak Star Press, United Indians of All Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($5.50 per copy).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Culture; American Indian Education; *American Indian Studies; Art; Course Objectives; *Cultural Activities; *Cultural Awareness; *Curriculum Enrichment; Elementary Education; Family Influence; Food; Games; Housing; Life Style; Supplementary Reading Materials; Transportation

Identifiers-American Indian History; *Pacific Northwest Tribes; *Washington

Developed as a supplemental curriculum guide for elementary teachers, the guide assists in implementing Native American activities to classroom curriculum to make students aware of the numerous tribes within the state of Washington. Divided in three geographic, cultural areas (Northwest Coast region, Puget Sound Lowlands region, and Plateau region), information includes environmental and climatic conditions that have influenced tribal culture, livelihood (i.e. food, shelter, transportation, and clothing), and spiritual and social life. Traditions of the Native American people in the state of Washington are reinforced through activities dealing directly with the environment, use of maps, legends and cultural activities. Student objectives include: understanding environmental characteristics of the three cultural regions through the eyes of the first people; understanding the ways of the people in each cultural region adapted to their environment; understanding how the family plays an important role in the lives of children and how family relationships affect a sense of community; understanding different art forms and how environmental materials are utilized in the art; and understanding the importance of games in teaching children their roles as adult members of the community. (ERB)

ED220276 SE038801

Swift, J. Nathan

Wait Time and Questioning Skills of Middle School Science Teachers. Final Technical Report.

New York State Univ. System, Albany.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Jun 82

Grant-NSF/SED-82006; SED-80-15819

Note-37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Communication; Discussion; Electronic Equipment; Elementary Secondary Education; *Feedback; Middle Schools; *Questioning Techniques; Science Education; *Science Teachers

Identifiers-*Science Education Research; *Wait Time

This investigation focused on teachers' questioning skills and the use of wait time (length of pauses after questions). A sample of 40 experienced middle school science teachers from 5 suburban school districts in 1 central New York State county was divided into 4 treatment groups of 10 teachers each. One group received instruction in wait time using a newly-developed electronic feedback device that monitors the duration of teacher and student pauses. (A green light glows when the criterion of a 3 second pause is met.) A second group received instruction in general questioning skills. A third group received both instruction and the use of the feedback device, while the fourth group served as a comparison and received neither instruction nor the electronic device. Tape recordings of class discussions were coded and analyzed for classroom interaction data. Comparisons were made using discriminant analysis, analyses of variance, and correlational relationships. The two groups using the electronic feedback device increased their wait time (although not to the 3 second criterion), used greater numbers of high level questions, and received more contributions from students as measured by length of answers, frequency of volunteered contributions, numbers of relevant student words, and percentages of student talk. (Author/PEB)

Keskulla, Jean

Nature Trails - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-014-9
Pub Date 77
Grant-SED-69-01071
Note-259p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Biological Sciences; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Environmental Education; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Trails; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to develop an outdoor area to help others appreciate nature. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of nature trails problems, and a hypothetical account of activities in a grade 5/6 combination. Section III provides documented events of actual class activities from grades 4, 4/5, and 7. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220328 SE039090

Agro, Sally; And Others

Electricity. USMES Beginning "How To" Set.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-029-7
Pub Date 77
Grant-SED-69-01071
Note-36p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Electric Circuits; *Electricity; Elementary School Mathematics; *Elementary School Science; Instructional Materials; Interdisciplinary Approach; Language Arts; Mathematics Education; Primary Education; *Problem Solving; Process Education; *Science Activities; Science Course Improvement Projects; Science Education; Social Studies; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of five booklets on electricity, primary grade students learn how to make simple circuits, make a circuit stay together, add things to a circuit, make and use switches, and fix a circuit. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. Cover pages summarize what is being taught by illustrating the general problem and solution. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220347 SE039114

Birch, Sandra K.; Pettus, Alvin M.

Be Water Wise.

Virginia Water Resource Research Center, Blacksburg.

Spons Agency-Department of the Interior, Washington, D.C. Office of Water Research and Technology.

Pub Date 82

Note-49p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Conservation Education; *Elementary School Science; Elementary Secondary Education; Energy; *Environmental Education; *Learning Activities; *Science Activities; Science Education; Secondary School Science; *Water; Water Treatment

Various topics on water and water conservation are discussed, each general topic followed by a student activity. Topics include: (1) importance of water; (2) water in the environment; (3) getting water to and from homes (making water usable; treating wastewater; on-site systems, including water wells and septic tanks); (4) relationship between water and energy; (5) water conservation in homes, focusing on the nature and operation of toilets; (6) conservation of water when showering/bathing; (7) ways to save water inside and outside homes; and (8) nature and operation of water meters; a final activity focusing on collecting water/water conservation articles from newspapers is provided. Illustrations accompany discussions and activities. (JN)

ED220429 SP020662

Myers, Betty; Mager, Gerald M.

The Emerging Professoriate. A Study of How New Professors Spend Their Time.

Pub Date 80
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Teachers; *Career Development; Career Ladders; *College Faculty; Educational Research; *Faculty Workload; Higher Education; Noninstructional Responsibility; *Role Perception; Teacher Attitudes; Teacher Educators; Teacher Employment; Teacher Orientation; Time Blocks; *Work Attitudes

The purpose of this study was to gain better understanding of the work of new professors. Because time is a common constraint for all, it served as the standard measuring tool for describing their work. Three questions were investigated: (1) How do new professors spend their time with respect to their job-related work? (2) Are there some kinds of work new professors believe they should spend more time doing? and (3) What insights do new professors have about their jobs and themselves in the professoriate? The sample was selected from professors who graduated from 14 high-ranked colleges of education and who were completing their first, second, or third year of teaching. Of the 475 survey forms completed and returned, 206 were from "new professors," but only 191 were under full-time contracts. Findings indicated that new professors devoted a high proportion of their job-related work to teaching, advising, and administrative matters. Given the option, they would not take on many more of these tasks. They also engaged in relatively little personal or professional development. New professors recognized this deficit in their experience, and, neither on a peer nor on a mentor level, did they cite scholarly collegiality. New professors engaged in relatively little research and scholarship, though they were keenly aware that they should be committing more time and energy to this work. Though not a direct finding of this study, a realization emerged that institutions of higher education quickly lost contact with even their most recent doctoral graduates. It was also noted that a large percentage of doctoral graduates in education did not immediately pursue academic careers. (JD)

ED220493 TM820506

Regents External Degrees [and] College Proficiency Examinations.
New York State Education Dept., Albany. Regents External Degree Program.
Pub Date 82

Note-331p.; For related documents, see ED 216 018, ED 159 994, ED 132 930, and TM 820 514.

Available from-Study Guides, College Proficiency and Regents External Degree Examinations, Cultural Education Center, Room 5D45, Albany, NY 12230.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Associate Degrees; Bachelors Degrees; *College Credits; *Degree Requirements; *Equivalency Tests; Experiential Learning; *External Degree Programs; Higher Education; Open Universities; *Prior Learning; State Universities

Identifiers-*New York College Proficiency Examinations; *Regents External Degree

The Regents External Degrees program to earn a degree without attending college, and the College Proficiency Examinations to validate knowledge gained outside of the formal college classroom are described. The programs are administered by the University of the State of New York, which has no campus or courses, but accepts credits from accredited institutions of higher education. Associate degrees in Arts and Sciences and Nursing; bachelors degrees in Arts and Sciences, and bachelors degrees in science for nursing and business are offered. The procedures for earning credit and a degree, the use of credit for two degrees on academic appeals procedure, and financial and candidate counseling information are presented. Information about teacher preparation and job qualification, preparation for the examinations, administering procedures, and content descriptions are provided. Requirements for a High School Equivalency Diploma and the Regents Credit Bank which evaluates college-level work within Regents academic standards are discussed. (CM)

ED220515 TM820532

Lee, Gus C.; And Others

Trends in the DoD High School Testing Program and the Supplementary Use of Commercial Test Information. Final Report.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Department of the Army, Washington, D.C.
Report No-HumRRO-FR-MPAD-82-2
Pub Date Apr 82
Note-155p.; Prepared for the Military Enlistment Processing Command and the United States Army Recruiting Command.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Armed Forces; *Career Guidance; Educational Trends; High Schools; *High School Students; Recruitment; Testing Problems; *Testing Programs; *Test Use; Vocational Aptitude
Identifiers-*Armed Services Vocational Aptitude Battery

The number of schools and students tested in the Department of Defense (DoD) High School Testing Program has declined since the program reached its peak in the school year 1974-75. Telephone interviews with school counselors indicated that the decline was due to school-related difficulties of test administration, lack of student interest, and the lack of usefulness of the test for civilian counseling. The major purpose of the program is to assist military recruiting operations by furnishing a list of contacts, prospects and leads. A secondary purpose is to provide the school with a test that is useful for civilian as well as military career counseling. The use of commercial tests to supplement the Armed Services Vocational Aptitude Battery (ASVAB) may result in more leads to recruiters than can be furnished by the ASVAB program alone. The commercial tests identified as suitable for use are the Career Planning Program of the American College Testing Program, the Differential Aptitude Test of the Psychological Corporation, and the American College Testing Assessment Program. A large-scale pilot test is planned for 1982 to determine the cost-effectiveness of the commercial tests and the impact on the number of schools that administer the ASVAB and the number of students who participate. (Author/PN)

the basis of recognition only. (Author/PN)

ED220537 TM820568

Williams, Richard C.; Bank, Adrianne

Uses of Data to Improve Instruction in Local School Districts: Problems and Possibilities.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CSE-R-167
Pub Date 81
Note-25p.; Paper presented at the Annual Meeting of the Evaluation Research Society (Arlington, VA, November 21, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Criterion Referenced Tests; Data Analysis; Decision Making; Elementary Secondary Education; Information Utilization; *Instructional Improvement; Measurement Objectives; *Organizational Objectives; *School Districts; Test Interpretation; *Test Use
Identifiers-*Evaluation Utilization; Linkage

An investigation of how some school districts construct and maintain needed links between evaluation/testing and curricular/instructional activities is presented. Researchers must build on the twin strands of research about school and school district organization and developments in testing, evaluation methodology. School district characteristics which might inhibit data use include loose organizational coupling, teacher isolation, permeable organizational boundaries and goal ambiguity. Using information from previous studies, four school districts which link evaluation and instruction were selected for intensive study. Specific information about one of the four school districts is presented in this paper. This case study is used to demonstrate that the elements of ideas, operations and coordinating mechanisms are necessary for linking testing, evaluation and instruction subsystems. (CM)

ED220556 UD022496

Mikel, Edward; And Others

An Analysis of the Achievement of Black and White Students in Various School Settings, 1980-1981.

Saint Louis Public Schools, Mo.

Pub Date [81]

Note-18p.; A publication of the Division of Evaluation and Research.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Achievement Gains; *Blacks; Elementary Secondary Education; Magnet Schools; *Racial Segregation; *School Desegregation; *Whites

Identifiers-Saint Louis City School District MO

Black and white students attending integrated, non-integrated, and magnet schools in Saint Louis, Missouri, were subjected to the California Achievement Tests in 1980-81, the first year of a system-wide mandatory desegregation plan in the district. Results are presented in this report in the form of statistical tables and textual analyses. Findings indicate that: (1) in both integrated and magnet schools, white students had higher posttest averages than black students, although overall pretest to posttest gains were similar; (2) blacks in non-integrated elementary and middle schools had slightly higher gains than blacks in integrated elementary and middle schools; (3) gain scores of blacks in non-integrated and in integrated secondary schools were similar; (4) blacks in magnet schools had higher pretest and posttest scores than blacks in non-integrated and integrated schools, but mean gains of magnet and non-magnet students were similar; and (5) whites in magnet schools had higher test averages than whites in integrated schools, but gain scores were about the same. It is suggested that the first year of desegregation in Saint Louis public schools seems to have had no differential effects on students' achievement, although the results cannot be considered conclusive. (Author/MJL)

ED220096 IR010316

Goor, Jeanette; And Others

Student Use of Computers in Schools. Fall 1980: A Survey of Public School Districts.

Westat Research, Inc., Rockville, Md.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Report No-FRSS-12; NCES-81-243

Pub Date 81

Contract No-300-79-0518

Note-35p.; Appendix II may not reproduce due to type size in original document.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Computer Assisted Instruction; Computer Oriented Programs; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; Online Systems; *Public Schools; Questionnaires; School Districts; School Surveys; Teachers; *Use Studies

This report presents findings from a national survey conducted through the National Center for Education Statistics' (NCES) Fast Response Survey System (FRSS) on the availability of interactive computers for instructional purposes in public elementary and secondary schools. Following an introduction which outlines the background of and rationale for the survey, findings are presented on nine major topics: (1) the number and location of computers available for student use, (2) the uses of computers in instruction, (3) the uses of computers in relation to school district characteristics, (4) computer uses per school district, (5) the number of school districts employing computers in instruction, (6) student access to computers, (7) the number of schools with computers, (8) methods for improving computer-based instruction, and (9) critical needs for the initiation of computer-based instruction programs by school districts. Five data tables, four charts, an appendix describing the Fast Response Survey System, and a copy of the survey questionnaire accompany the text. (Author/JL)

ED220118 JC820307

Clavner, Jerry B.; Sumodi, Veronica R.

Anthropology for Contemporary Nurses: A Paper for Consideration.

Pub Date 17 Apr 82

Note-27p.; Paper presented to the Central States Anthropological Association (Lexington, KY, April 10, 1982) and to the American Culture Association (Louisville, KY, April 17, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Anthropology; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Education Work Relationship; *Interdisciplinary Approach; *Interpersonal Competence; *Learning Activities; Nurses; *Nursing Education; Postsecondary Education; Sociocultural Patterns

The integration of culturally relevant concepts into nursing education is essential for the effective delivery of health care in a modern, multi-ethnic, multi-racial, mobile society. Several key concepts from anthropology and specific areas of individual interpersonal behavior have particular relevance to nursing education. It is important, for instance, that nurses understand the culture of the hospital, clinic, or other health service setting in which they work. They need to recognize structures of power and authority and be able to function with skill and flexibility within complex hierarchical organizations. Nursing students themselves become involved in the processes of acculturation and resocialization once they finish their training, and an anthropological perspective may ease the transition. The effectiveness of the nurse as a practitioner is increased by awareness and understanding of cross-cultural differences in, for example, religion, territoriality, and attitudes toward family. Even within the same society, cultural components of wellness and illness, such as tolerance for pain, may vary greatly. Additionally, nurses must have an awareness of language differences and communication skills and the importance of understanding patients and being understood by them. Comprehension of these culturally relevant concepts and issues can be facilitated through the integration of learning experiences with obvious applicability into existing courses. Samples of such learning experiences are appended, including definitions of concepts, suggested readings, learning activities, and discussion topics. (KL)

ED220136 JC820389

Selected Financial and Enrollment Data: Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
Pub Date Jan 82
Note-102p.
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrators; College Faculty; *Community Colleges; Continuing Education; Credit Courses; Degrees (Academic); *Educational Facilities; *Educational Finance; *Educational Trends; *Enrollment Trends; Expenditures; Income; Postsecondary Education; Salaries; State Surveys; Student Characteristics; Student Teacher Ratio; Tuition; Two Year Colleges; *Two Year College Students
Identifiers-*Maryland

The data provided in this report offer information about the enrollment and financing of community colleges in Maryland. Section I reviews enrollments in postsecondary education between 1955 and 1981, percentages of residents enrolled in colleges by city or county, birth rates between 1960 and 1980, and actual and projected figures for high school graduates from 1978 to 1989. Section II includes credit enrollment data by college, student status, race, and residence; statistics on full-time equivalent (FTE) enrollments and changes between 1977 and 1981; and net costs per FTE student. Section III covers revenues and expenditures, including the cost of administering state aid to the community colleges; sources of current revenue; expenditures by function, object, and per FTE student; percentage distribution of operating expenses; and the budgeting of restricted funds for 1981 and 1982. Section IV lists degrees and certificates awarded by Maryland community colleges between 1977 and 1981 by college, types of award, and program area. Section V includes a breakdown of academic and administrative salaries and benefits (e.g., medical and life insurance and sabbatical, annual, and sick leave). Section VI provides data on physical facilities including land, equipment, and buildings. Finally, Section VII includes miscellaneous information on tuition charges, student/faculty ratios, and continuing education enrollments. (HB)

ED220196 PS012997

Davidson, Howard, Ed.; And Others

Alternative Means of Family Dispute Resolution.

American Bar Association, Washington, D.C.

Pub Date 82

Note-606p.; Several pages may be marginally legible due to small print size.

Available from-American Bar Association, Special Committee on Dispute Resolution, 1800 M Street, N.W., Washington, DC 20036 ($25.00; 20% discount on 25 or more copies).

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Affective Behavior; *Conflict Resolution; Court Role; *Divorce; *Family Problems; *Family Programs; Innovation; Leadership Responsibility; Legal Problems; Mental Health; Models; *Parent Child Relationship; Program Implementation; Public Policy; Staff Role; *Violence

Identifiers-Conciliation; Marital Therapy; *Mediation; Status Offenders

Twenty-eight articles focusing on non-adversarial approaches to resolving family disputes without formal court procedures are collected in this manual. The 16 articles in the first chapter discuss aspects of divorce mediation. These are followed by six papers in the second chapter on the mediation of family conflicts involving domestic violence and five papers in the third chapter on the resolution of disputes between parents and their children. While each article takes up a different topic, in general the manual has been designed to answer the following six questions: What is the state of the art of alternative family dispute resolution? How widespread is interest in these alternatives? What legal issues are raised by these new processes? How do the alternatives fit within the established system? What training is necessary? and, Which family disputes are amenable to these alternatives? Most of the articles were prepared by the faculty of the American Bar Association's National Conference on Alternative Family Dispute Resolution. Readers are invited to share with the editors their comments regarding the publication. (RH)

Swift, Doug

New Mexico's Very Small School Districts.

Spons Agency-New Mexico State Dept. of Education, Santa Fe. Div. of Public School Finance.
Pub Date 29 Jul 82
Contract No-70-S-165
Note-34p.; Paper presented at the New Mexico School Administrator's Meeting (Albuquerque, NM, July 29, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes; Art Education; Cooperative Programs; *Core Curriculum; Educational Finance; *Educational Needs; Educational Planning; *Educational Status Comparison; Elementary Secondary Education; Expenditure Per Student; Multigraded Classes; *Operating Expenses; Rural Schools; *Small Schools; *State Standards; Student Teacher Ratio; Teacher Certification; Teacher Housing; Vocational Education
Identifiers-*New Mexico; School District Size; Waivers

The report addresses characteristics and concerns of New Mexico's 19 smallest school districts with a 1981-82 average daily membership ranging from 262 to 60 students. Information was gathered from a Public School Finance Division questionnaire sent to the 19 superintendents; from a December 1981 meeting with 10 of the smallest districts; from budget materials; and from 1981-82 State Department of Education records. Among the areas addressed in the summaries of the 18 returned questionnaires were unmet needs, staff development, priority concerns, program concerns, cooperative instructional services/programs, and legal constraints which prevent adequate programming. Problem areas and solutions discussed include: insufficient funding, inadequate housing, multiple certification/endorsement requirements, inter-agency or district communication, shared services, educational standards, and transportation funds. Budget materials are used to provide a comparison between 19 school districts and 4 larger school districts in relation to salaries, cost per pupil, pupil-teacher ratio, enrollment and teacher trends, and combined grades. State Department records provide information on the 19 school districts in terms of New Mexico Educational Standards, teacher certification, program waivers, program offerings (science, math, foreign language, art, vocational education, and physical education), and support services (libraries and counseling). (AH)

ED220388 SO014243

Levine, Toby H.; Standifer, James A.

From Jumpstreet: Television and the Humanities. A Workshop on Multicultural Education in Secondary Schools.

WETA - TV, Washington, D.C.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C. Elementary and Secondary Program.

Pub Date 81

Note-108p.; For a related document, see ED 211 442.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Achievement; Black History; *Black Studies; *Ethnic Studies; Humanities Instruction; Interdisciplinary Approach; Language Arts; *Multicultural Education; Music Appreciation; *Music Education; Musicians; Secondary Education; *Teacher Education; Teacher Workshops; United States History

This workshop manual will help coordinators train secondary teachers to use "From Jumpstreet: A Story of Black Music," a series of 13 half-hour television programs. The colorful and rhythmic series explores the black musical heritage from its African roots to its wide influence in modern American music. Each program of the series features performances and discussion by talented contemporary entertainers, plus film clips and still photo sequences of famous black performers of the past. The program can be used in language arts, history, and humanities courses. This manual is designed to serve two purposes: (1) to provide teacher trainers with a complete training manual; and (2) to provide workshop participants with copies of all handouts that will be used at the workshop, as well as with sufficient background information on workshop planning to encourage their implementation of additional workshops in their local communities. There are three major sections. The first contains hints for workshop faculty planning. The second contains workshop agendas and activities. Information provided for each activity includes an introduction, objectives, materials needed, time needed, and procedures. The third section of the manual contains handouts, the background readings, and worksheets that are used in various activities. They may be used with workshop participants directly or by trainers as a means of preparing a short presentation. (RM)

ED220407 SP020458

Judge, Harry G.

American Graduate Schools of Education. A View from Abroad.

Spons Agency-Ford Foundation, New York, N.Y.

Report No-ISBN-0-916584-21-6

Pub Date 82

Note-69p.

Available from-Ford Foundation, 320 East 43rd Street, New York, NY 10017 ($4.50).

Document Not Available from EDRS.

Descriptors-Educational Research; *Graduate Study; Higher Education; *Institutional Evaluation; Negative Attitudes; *Preservice Teacher Education; *Professional Recognition; *Schools of Education; Status Need; *Universities

Dr. Harry G. Judge of Oxford University, England, was asked by the Ford Foundation to conduct a series of visits to American research universities and their schools of education. His purpose was to investigate the role of the school of education in the research university, particularly at the graduate level. Dr. Judge visited ten universities and spent about 16 weeks in the United States. He prefaces his remarks on this experience by stating that he observed a seeming paradox, in that although education and schooling are of central importance in and to the United States, graduate schools of education display alarming symptoms of insecurity and self-doubt, stemming from the knowledge that their position within the world of higher education, and often within their parent universities, is always ambiguous and often resented. His observations on this paradox are presented in the form of an essay, followed by a "Letter from America," a response to his conclusions by a mythical American professor. (Author/JD)

ED220471 SP020966

Hilliard, Asa G.; And Others

Behavioral Criteria in Research and the Study of Racism: Performing the Jackal Function (Part I).

Urban Inst. for Human Services, Inc., San Francisco, CA.

Spons Agency-Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No-ONR-TR-1

Pub Date Jan 79

Contract No-N00014-77-C-0183

Note-188p.; For related documents, see SP 020 967-968.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-African Culture; *Attitude Change; Behavioral Objectives; Behavioral Science Research; *Behavior Change; Black Culture; *Blacks; Black Stereotypes; *Change Strategies; Race; *Racial Attitudes; *Racial Bias

This document presents a synthesis of research and theories used as background for a study designed to identify racist behaviors and to observe change in racist behaviors resulting from an intervention. The first chapter defines racism and discusses problems in creating a paradigm for the study of behavioral change. The second chapter contains a review of research literature on racism, attitude assessment, social attitudes, and opinion change. In the third chapter, assumptions and theories on which the research model is based are discussed. These include cultural factors, the eco-system, and the search for behavioral indicators. The historical background and belief systems related to racism are examined in the fourth chapter in the context of the framework of the study. A bibliography of over 300 items is appended, along with a descriptive outline of the intervention, a slide tape presentation entitled "Return to the Source," and a selected classified bibliography on African-American history. (FG)

ED220156 JC820411

Moody, George V.; And Others

Mississippi Public Junior Colleges: Statistical Data, 1980-81.

Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.

Pub Date [81]

Note-61p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Qualifications; College Libraries; Community Colleges; Counselor Qualifications; *Educational Finance; *Enrollment; Expenditures; Income; *Institutional Characteristics; Public Schools; Salaries; *School Personnel; State Aid; State Surveys; Statistical Studies; Student Characteristics; Student Costs; *Student Personnel Services; Tax Allocation; Teacher Qualifications; *Two Year Colleges

Identifiers-*Mississippi

Designed to enable college administrators to reflect on norms and trends within Mississippi's 16 public junior colleges and to provide information to the general public, this report presents statistical data for 1980-81 on enrollments, finance, personnel, and services. After introductory material providing college addresses and the schedule of board of trustee meetings, tables present data on enrollment by class and sex for in-state and out-of-state students; enrollments, by college and campus, for full- and part-time day students and evening students; and a summary of graduates by college, by area (i.e., academic, technical, vocational, and other), and by degree or certificate received. Tables focusing on income and expenditures indicate sources of revenue by college; student fees and charges by college; county tax support by district and amount spent; educational and general (E&G) expenditures for fiscal year 1981 by function and object; and percentages of E&G expenditures by function and object. Personnel data are provided with respect to the educational preparation of administrators by position and degree held; the educational preparation of full- and part-time teachers and counselors; and academic salaries. The last tables cover, by college, library expenditures, capacity, inventory, and staff; student services; transportation services; dormitory utilization; and auxiliary enterprises expenditures and revenues. (HB)

ED220217 PS013043

Anderson, Nancy; Stone, Kristin

Policy and Education Standards & Guidelines for Child-Care Providers, Pre-School Programs, and Parents.

Utah State Board for Vocational Education, Salt Lake City.; Utah State Board of Education, Salt Lake City.

Pub Date Apr 82

Note-47p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Caregivers; *Childhood Needs; Educational Policy; Guidelines; *Learning Activities; *Preschool Children; Preschool Education; *State Standards; *Teacher Responsibility

Identifiers-Utah

Standards and guidelines for child care providers in the state of Utah are delineated in this document. Several basic needs of children are briefly described, including the need for self-esteem, freedom and exploration, guidance and discipline, love and respect, learning, relationships with others, and good nutrition. Statements of standards for meeting these needs stipulate actions caregivers are expected to perform and conditions they are expected to provide for children in their care. Guidelines offer suggestions for ways caregivers can realize the standards and meet children's needs. (RH)

ED220297 SE038822

Omanson, Susan F.; And Others

The Effects of Mapping Instruction on Children's Procedural Bugs in Subtraction.

Pub Date Mar 82

Note-74p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Algorithms; Basic Skills; *Cognitive Processes; Computation; Educational Research; Elementary Education; *Elementary School Mathematics; Error Patterns; Learning Theories; *Mathematics Instruction; *Subtraction; Teaching Methods

Identifiers-*Mapping Instruction (Mathematics); *Mathematics Education Research

This study was designed to follow up earlier work on mapping instruction. The two main goals were to: (1) test the effectiveness of mapping instruction as a general cure for "buggy" subtraction algorithms, and (2) explore two alternative explanations of how this new form of instruction works. It was hypothesized that mapping cures bugs either by imparting understanding, or through feedback and practice. About 80 children from the fourth, fifth, and sixth grades of an urban parochial school were given a written subtraction test designed to diagnose buggy algorithms. From this, eighteen students diagnosed as having buggy algorithms were chosen and divided into two groups approximately matched on race, sex, grade, and teacher rating of ability. After pretesting, one group received mapping instruction, the other received prohibition instruction. After training, both groups took both immediate and delayed posttests. Results indicated that mapping instruction is not always successful in curing bugs, and that the relationship between bugs and understanding is not straightforward. Also, some questions have been raised about what is learned in mapping instruction, as data suggest children can miss the general-trade-borrow analogy that is a major factor in the training. (MP)

ED220368 SO014221

Becker, Nancy H.

Lobbying in New Jersey. A Handbook.

Rutgers, The State Univ., New Brunswick, N.J. Center for the American Woman and Politics.

Spons Agency-New Jersey State Dept. of Community Affairs, Trenton.

Pub Date 78

Note-80p.; Some small and broken print type may not reproduce clearly in microfiche.

Available from-Center for the American Woman & Politics, Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901 ($3.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Females; Feminism; Glossaries; *Lobbying; Political Influences; Political Power; *Politics; State Legislation

Identifiers-New Jersey

This handbook is designed to help women become effective lobbyists. Although written for women in New Jersey, it can be used by women in other states as well. A lobbyist is defined as a person representing a group who conducts a campaign to influence members of the legislature to vote for the group's special interest. Several factors which contribute to the increasing need for effective legislative lobbying are discussed. Laws regulating lobbyists are examined. A great deal of practical information is included in the handbook. A major portion of the handbook is devoted to helping readers understand the legislative process. How a bill becomes a law is discussed. The path of one bill through the New Jersey legislature and a flow chart illustrate the process. The handbook also describes tactics and strategies that a lobbyist can use. These include agenda setting, direct lobbying, lobbying the committee, lobbying for a floor vote, grass roots lobbying, coalition building, and understanding and utilizing the media. Discussed is the lobbyist's role regarding the implementation and enforcement phase once a bill becomes a law. A bibliography of additional resources and a glossary of frequently used terms are also included. (RM)

ED220073 IR010228

How to Produce Newsletters: Newsletter Editor's Handbook.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date 79
Note-42p.
Available from-Publications Office, Association for Educational Communications and Technology, 1126 16th Street, NW, Washington, DC 20036 (nonmembers $9.25, members $7.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Editing; *Layout (Publications); Marketing; *Newsletters; News Writing; Printing; *Production Techniques; Voluntary Agencies
Identifiers-News Sources

Specific procedures for planning, producing, distributing, and evaluating newsletters are provided in this guide intended for the staff of voluntary organizations who have limited or no prior editing experience. Topics covered include the functions and purposes of a newsletter; staff qualifications and duties, and the organization of a newsletter production staff; how to decide what to include and find appropriate articles; editing and writing techniques, including stylistic considerations; production decisions and procedures, including typesetting, format and design, printing and proofreading; distribution, with emphasis on preparations for mailing newsletters; and possible ways to evaluate newsletters, including survey questions and sample questionnaires. A bibliography lists additional sources for help in editing/writing or production/design, and a "game" based on the newsletter production process ends the guide. (LMM)

ED220348 SE039115

Cox, David Charles

The Effects of Type of Classroom Science, Grade Level, Years Without Science Instruction, and Elective Science Courses on Performance Level for Selected High School Science Process Skill Competencies.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date 82

Note-418p.; Ph.D. Dissertation, Ohio State University.

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Academic Achievement; Core Curriculum; *Elective Courses; High Schools; Instructional Program Divisions; Mathematics Achievement; Performance Factors; Predictor Variables; *Process Education; Reading Achievement; *Science Education; Science Instruction; *Secondary School Science; *Skill Development; Student Characteristics; Time Factors (Learning); Unified Studies Curriculum

Identifiers-Science Education Research

The development of selected science process skills in required and elective science classes in three high schools of a suburban Oregon school district was investigated. Science process skill knowledge in the areas of classifying, observing, interpreting data, identifying variables, modeling, and measuring was assessed by administration of an investigator-developed Science Process Competency Test (SPCT), a 24-item, multiple-choice test consisting of six subtests, one for each of the science process skill areas being assessed. In addition, other program and learner variables important in accounting for variance on the SPCT were identified. Subjects (N=900 grade 9-12 students) completed the SPCT, questionnaires, and California Achievements Tests (reading, language, mathematics) as a measure of academic achievement. The most important variable in accounting for SPCT variance was the level of academic achievement, with mathematics and reading achievement the strongest predictors. Other significant predictor variables included SPCT pretest score, sex, completing elective science, amount of elective science, elective physical science, type of required science, and school. Additional results are reported and implications/recommendations discussed. Supporting documentation (school district information, course statements, teacher materials/questionnaires, validation panel, SPCT, student materials/questionnaires, variable list, and a short essay on unified science education) are included in appendices. (Author/JN)

ED220451 SP020832

Rohrkemper, Mary M.

Classroom Perspectives: A Comparison of Teachers', Students', and Observers' Perceptions of Teacher Behavior.

Pub Date Mar 82

Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Modification; Behavior Problems; Classroom Techniques; Elementary Education; Interaction; Sex Differences; Socialization; *Student Attitudes; Student Behavior; Student Teacher Relationship; *Teacher Behavior; Teacher Effectiveness; *Teacher Response; *Teaching Styles

Eight elementary school teachers, judged outstanding in ability to deal with difficult students but differing in socialization style (behavior modification, which involves rewards, or induction approaches, which emphasize rationales for behavior change), were the subjects of a study on classroom management strategies. The teachers nominated one male and one female pupil who best represented the following behavior patterns: (1) underachieving and defiant or hostile/aggressive; (2) hyperactive and distractible or shy; and (3) low achieving. Teachers also nominated three male and three female students who were not difficult. Teachers, students, and classroom observers were interviewed about their predictions and understanding of teacher responses to three vignettes depicting inappropriate student behavior: underachievement, hyperactivity, and low achievement. Responses were analyzed for general trends across sources of prediction, and comparisons were made among students whose teachers differed in socialization style and among students who differed in grade level, classroom adjustment, and sex. The data provide information on the difference between intended and actualized behavior and goals and indicate the need to examine the difference between messages which teachers intend to communicate to their students and that which is actually perceived. Differences among students' responses associated with grade level illustrate communication skills that teachers of younger children may want to improve so that students perceive teacher behavior as it was intended. Differences in students' reports that were associated with teacher socialization style underscore the need to learn more about the socialization role of the classroom teacher. (Author/JD)

ED220557 UD022502

Harvey, William B.

Ethnic Studies and the Politics of Higher Education.

Pub Date 80

Note-12p.; For related document see ED 206 232.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Awareness; Cultural Differences; *Developing Nations; Economic Factors; Ethnic Bias; *Ethnic Studies; Ethnocentrism; Foreign Policy; Higher Education; *Information Utilization; *International Relations; *International Studies; Political Influences

The shift in focus of ethnic studies in American universities from Western European nations toward the developing nations of the Third World represents a growing recognition of the reality of international interdependence versus the myth of American independence. American economic and political interests in the Third World emphasize the importance of considering Third World outlooks and opinions which were largely ignored in the past. Ethnic studies have thus emerged as the academic community's response to the general need to study and understand Third World cultures. Because of the tendency in the United States to regard Third World peoples as exotic, ethnic studies face the challenges of presenting accurate and realistic perspectives on developing nations, avoiding an inherent Western cultural slant in such studies, and employing cultural relativism instead of imposing culturally biased judgments on Third World experiences. Those involved in ethnic studies have an obligation to ensure that information and knowledge about the Third World are used in ways that are useful and not detrimental to the peoples of those nations. By combating myth and prejudice with fact, and by revealing commonalities of human experience, ethnic studies can contribute to promoting communication and understanding among peoples from different backgrounds. (Author/MJL)

ED220119 JC820343

Walker, Noojin, Ed.

Performance Outcomes and Performance Standards for Selected Occupational Programs.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.; Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.; Pensacola Junior Coll., Fla.

Pub Date [82]

Note-145p.; For related documents, see ED 178 133, ED 180 521, and ED 201 760.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Behavioral Objectives; College Curriculum; Community Colleges; *Competency Based Education; Curriculum Design; Education Work Relationship; Graphic Arts; Hospitality Occupations; *Job Skills; Learning Activities; Nursing Education; School Business Relationship; Two Year Colleges; *Vocational Education

Identifiers-Motorcycles

Curricula, degree requirements, learning activities, and performance objectives are detailed for vocational programs in graphic arts, hotel and restaurant management, motorcycle repair, and registerad nursing (RN) and practical nursing (PN) at Pensacola Junior College (PJC). Following background material describing a long-term project at PJC to develop competency-based vocational programs, definitions of competency-based education (CBE) and related terms are presented. Next, the seven steps in developing a CBE curriculum are enumerated and described, i.e., forming advisory committees, identifying major learning outcomes, developing courses, establishing evaluation criteria, reviewing programs, conducting graduate follow-up studies, and revising programs. Then, a detailed description of each of the five sample vocational programs is provided. With some variations, the program descriptions contain an outline of the curriculum and sequence of courses; major learning outcomes of the curriculum and sequence of courses; learning outcomes and activities for specific courses; and sample employer survey instruments listing job-entry competencies and requesting information on the relative importance of each. The RN program model includes a curriculum option articulated with the PN curriculum at PJC, which allows advanced standing for RN entrants who are graduates of the 1-Year PN program. (KL)

ED220175 PS012700

Cunneen, James; Sloan, Charles A.

Analysis of the Effect of Teacher Sex on Sex Role Classification of School Related Objects.

Pub Date [81]

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification; Elementary Education; *Elementary School Students; *Elementary School Teachers; Sex Differences; *Sex Role; *Student Attitudes; *Teacher Influence

Identifiers-Labeling (Of Objects)

This study explores the relationship between the sex of the teacher and second-, third-, and fourth-grade students' classification of school-related objects as either masculine or feminine. Subjects, 789 students representing a cross-section of racial and ethnic groups in Chicago suburban schools, were equally divided between grades and according to whether they had male or female teachers. All the students were administered an instrument which included 10 items teachers thought students would perceive as school-related. A three-way analysis of variance model was used, and the following conclusions were drawn: (1)

Girls view school as more sex congruent than boys in grades 3 and 4. (2) No relationship exists between the sex of the teacher and the way in which second-, third-, and fourth-grade boys label school-related objects, but male teachers had a negative effect on girls. (3) The classification of school-related objects does differ by grade when the child's sex is separately considered. (4) Male teachers had no significant effect on students' labeling of school-related objects. (Author/RH)

ED220218 RC013443

Archuleta, Carlos

To Help My People: The Evolution of a Paraprofessional.

Pub Date Jul 72

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Need; Alcoholism; American Indian Education; *American Indians; *Biculturalism; Biographies; Culture Conflict; Empathy; Family Influence; *Lifelong Learning; Personal Narratives; Professional Recognition; Social Influences; *Social Work

Identifiers-*American Indian Achievement

Half Pueblo and half white, a young man grew up in the Taos Pueblo, made contributions to his Indian people, and decided to work as a mental health professional. Having grown up learning the Indian ways, the young man accepted his heritage and pursued a college education in Social Work after working as a teacher's aide at the Pueblo Day School, registering visitors to the pueblo, and forming a Committee of Concern for young people drinking and taking drugs. After obtaining a degree in Social Work, he joined the Bureau of Indian Affairs' Social Service Department where he learned a great deal from many sources, much of it through trial and error. Experiencing and seeing alcoholism as the number one problem of the pueblo, the young man contributed his time to starting an alcoholism treatment program for the community. Having not been an alcoholic became a hindrance, and after directing the program for 3 years he entered graduate school at Florida State University. After completing graduate school he returned home to train paraprofessionals on five reservations for groups such as Alcoholism Counselors, tribal Health and Welfare Aides, Youth Development Coordinators, Employment Assistance Counselors, and the like. (ERB)

ED220238 RC013542

Martinez, Paul E.

Integrating Oral History into the Bilingual Social Studies: An Instructional Technique That Is Successful.

Pub Date 4 Aug 82

Note-15p.; Paper presented at the Annual International Bilingual Bicultural Education Conference, (11th, Detroit, MI, April 8, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education; Bilingual Teachers; Community Resources; Elementary Education; Experiential Learning; Human Resources; *Language Acquisition; *Learning Activities; Listening; *Oral History; *Social Studies; Student Teacher Relationship; Teaching Methods

Oral history is but one of several methods of examining history, yet it holds powerful implications as a tool of instruction within the bilingual classroom. The most compelling rationale for integrating oral history techniques into bilingual social studies is that generally oral history has remained virtually isolated from most bilingual elementary classrooms. It is an exciting teaching strategy which can develop a variety of skills and competencies in learners and is a refreshing approach not only to bilingual social studies, but also to language arts and other subject areas. Socialization is enhanced as students and teachers work jointly and as students go out into their various communities and become involved in the interview process. Interaction with interviewees and consequent listening, editing, and transcription expose students to different terminology, dialects, etc. After bilingual teachers become familiar with oral history techniques, they can conduct interviews with local citizens and take two or three students along so that all are involved in the learning process. Students can interview different family members and gear their interviews toward various themes such as immigration, religious attitudes, musicology, etc. Oral history projects should conclude with a planned finale--a little publication of excerpts, an exhibit, or an honoring of narrators. (BRR)

ED220277 SE038802

Schiopen, Bob, Ed.

Three R's as a Guide to the Best Use of Our Finite Resources.

Environmental Education Association of Oregon, Portland.

Pub Date 77

Note-78p.

Available from-Environmental Education Association of Oregon, P.O. Box 40047, Portland, OR 97240 ($3.75 ea., $2.25 ea. for 10 copies or more).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Conservation (Environment); *Conservation Education; Depleted Resources; Elementary Secondary Education; Energy; Environmental Education; Instructional Films; Interdisciplinary Approach; *Learning Activities; *Natural Resources; Physical Environment; *Recycling; Teaching Guides; Teaching Methods; Wastes

Identifiers-Oregon

Because the earth has a limited amount of natural resources which are used by individuals in their everyday living situations, living patterns should reflect the limits and conservation of these resources. This packet (consisting of introductory material, lesson plans, filmography, bibliography, and glossary), provides suggestions for infusing concepts of Reduction, Re-use, and Recycling (the "3RS") into everyday living patterns through classroom instruction. Introductory material consists of a statement of House Joint Statement 66 (1975 Oregon legislation promoting "3RS" in public schools) and discussions of the natural cycle of conservation of matter and energy, common resource use pattern, development of "3RS" concepts, and definitions of and perspectives on reduction, re-use, and recycling. Concept area, grade level, subject area, attitude to be developed in students, instructional strategies, time frame, materials, follow-up questions, resources, and competencies/skills fostered are provided for each of 20 lesson plans. Lesson plans are preceded by a discussion of their format/methodology (traditional classroom method, exploratory/discovery method, and simulation games) and a lesson plan matrix. Title, time length, grade level, source, cost (or rental fee), and annotation are provided for 25 films in the filmography. (Author/JN)

ED220313 SE039075

Brady, L. Ray, Jr.

Orientation - USMES Teacher Resource Book. Third Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-015-7
Pub Date 77
Grant-SED-69-01071
Note-225p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Orientation; *Problem Solving; Process Education; Resource Materials; *School Orientation; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find ways to help themselves and/or others adapt to new situations (including school and community facilities). The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of orientation problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2/3, 4, 6, and 8. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with orientation activities. (JN)

ED220329 SE039091

Agro, Sally; And Others
Graphing. USMES Beginning "How To" Set.
Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-029-7
Pub Date 77
Grant-SED-69-01071
Note-82p.; For related documents see SE 039 060-098, ED 142 362, and ED

183 367.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Elementary School Mathematics; *Elementary School Science; *Graphs; Instructional Materials; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; Primary Education; *Problem Solving; Process Education; Science Course Improvement Projects; Science Education; Social Studies; Statistics; *Unified Studies Curriculum
Identifiers-*Graphing (Mathematics); National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of eight booklets on graphing, primary grade students learn how to choose which graph to make and how to make a bar graph, bar graph histogram, conversion graph, line chart, line graph, scatter graph, and slope diagram. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. Cover pages summarize what is being taught by illustrating the general problem and solution. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220408 SP020474

Reading. Correlation of Program of Studies Reading Objectives with Houghton Mifflin Reading Series. MET, A Title IV-C Project.
Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date 82
Note-128p.; For related documents, see SP 020 475-491.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Classroom Techniques; County School Districts; *Curriculum Guides; Educational Objectives; Elementary Education; Inservice Teacher Education; *Instructional Materials; Pilot Projects; *Reading Instruction; Reading Materials; *Reading Skills; *Resource Units; Textbooks
Identifiers-*Houghton Mifflin Reading Series; *Project MET

This booklet is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). The major purpose of the correlation charts contained in this document is to show the relationship between POS reading objectives and the Houghton Mifflin Reading Series. The correlations are designed to help teachers participating in the pilot project determine appropriate reading skills objectives for first through sixth grade students. Correlations are shown when there is a clear, direct relationship between POS objectives and Houghton Mifflin skills. For each grade level, the types of skill instruction are indicated as: (1) "Major Teaching Lesson," comprising a complete teaching cycle; (2) "Applications and Maintenance" of basic reading skills through teacher-directed activities; or (3) "Limited Instruction." Charts for each grade level specify the topics of POS objectives, the Houghton Mifflin skills, and the references to Houghton Mifflin materials. (FG)

ED220430 SP020673

Kamidera, Hisao

The New Teachers' Training Programme at Hyogo University of Teacher Education. NIER Occasional Paper 03/82.

National Inst. for Educational Research, Tokyo (Japan).

Pub Date Jun 82

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Assessment; Educational Quality; Educational Research; Educational Trends; Foreign Countries; *Graduate Study; *Inservice Teacher Education; *Professional Continuing Education; Relevance (Education); Sabbatical Leaves; *Schools of Education; Teacher Education Curriculum; *Teacher Education Programs; Teacher Improvement; Teacher Participation

Identifiers-*Hyogo University of Teacher Education (Japan); *Japan

Hyogo University of Teacher Education is one of two graduate universities in Japan that were designed to meet national demands for improved, higher quality teacher education programs. The teacher education program focuses on a new inservice teacher education concept, which requires active participation of teachers in creating a continuous series of courses appropriate to their needs. The goal of this new program is to train teachers in educational research skills that will become a source of professional renewal. Curriculum and graduation requirements include a minimum of 2 years of study, during which more than 34 credits in integrated research and practice courses are completed. Courses offered to inservice teachers and graduate students are in the divisions of common subjects of interest to all students, integrated subjects, specialized subjects, research subjects, and independent study. Most of the 300 students are experienced elementary or secondary school teachers on sabbatical leaves. It is believed that, through the training of teachers in the Hyogo University of Teacher Education (and similar programs), teachers' ability and quality will be upgraded. (FG)

ED220472 SP020967

Hilliard, Asa G.; Jenkins, Yolanda L.

Behavioral Criteria in Research and the Study of Racism: Performing the Jackal Function (Part II).

Urban Inst. for Human Services, Inc., San Francisco, CA

Spons Agency-Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No-ONR-TR-1

Pub Date Nov 79

Contract No-N00014-77-C-0183

Note-116p.; For related documents, see SP 020 966-968.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults; *Attitude Change; *Change Strategies; Experimental Groups; Group Discussion; Participant Characteristics; Race; *Racial Attitudes; *Racial Bias; *Racial Differences; *Research Design

This document describes the methodology and results of a pilot study and outlines the hypotheses and procedures of a final study to identify and measure racist behaviors and attitudes in adults. The impact of a slide presentation on racial attitudes was also examined. The context of the pilot study was a workshop on race relations designed to focus on the issue of race and to promote interracial interactions among the racially diverse participants. The structure of the workshop is outlined, and the data collection methods, consisting of two trained observers and instruments measuring cognitive, affective, social, and personal history domains, are described. Results are discussed for each of 12 measures, relating types of responses to the race of participants. The hypotheses and procedures of the final study are proposed, in which the research design calls for three groups of participants: an all black group, an all white group, and a racially mixed group. Data collection instruments and analyses are explained. Appended are pilot study workshop evaluation forms and selections from transcripts of small and large group discussions in the pilot study. (FG)

ED220494 TM820507

Brown, William J.

Considerations in Conducting Large-Scale Writing Assessments as Part of Minimum Competency Testing.

Pub Date [Apr 82]
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Evaluation Criteria; Field Studies; Graduation Requirements; High School Students; Holistic Approach; Minimum Competencies; *Minimum Competency Testing; *Program Implementation; Scoring Formulas; State School District Relationship; *State Standards; Test Construction; *Testing Programs; *Test Reliability; *Writing Evaluation; Writing Skills
Identifiers-*North Carolina

In 1980-81 field tests were undertaken in North Carolina to develop a procedure for making writing competency a minimum requirement for graduation from high school. Measuring writing skills with adequate validity and reliability requires planning for data collection and varied scoring methods, personnel training, dissemination of assessment results for improved instruction, and the cost of assessment. Several prototype measurement models using ninth and eleventh grade students examined samples of message notes, an expository passage, a business letter and completing an application form. The efficacy of the measurement models relied on consideration of a scoring method to establish reliability with an impressionistic approach labeled "focused holistic" within scoring criteria to be consistently applied across central or regional scoring sites. Writing remediation needs were also investigated. A second year of design reconsiderations will include the effort to increase reliability by discriminating between adjacent score values to establish a cut-off score; the expansion to direct and indirect writing measures; the development of exercise review procedures; and decisions regarding minimum competency objectives. (CM)

ED220538 TM820569

Keech, Catharine Lucas

Unexpected Directions of Change in Student Writing Performance.

California Univ., Berkeley. School of Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Grant-NIE-G-80-0034

Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Gains; Cohesion (Written Composition); Difficulty Level; *Discourse Analysis; Performance Factors; Secondary Education; *Skill Development; Student Improvement; *Testing Problems; Test Reliability; *Writing Evaluation; *Writing Processes; Writing Skills

Identifiers-Task Definition

In examining why performance scores on writing tests so often fail to improve in neat positive intervals for individuals and groups, testers have sought the answer in differences in test conditions on progressive retestings. Two other sources of performance variation are possible: the U-shaped learning curve or phenomenon of apparent regression during new skills acquisition and performance strategies; and the ill-defined nature of the writing task which allows the student writer to determine to a large extent the difficulty level of the writing attempt regardless of the testers' intention. A discourse typology was developed for identifying the kind of task the writer sets himself or herself. Abstract to concrete discourse functions; varied time focuses; and discourse narration, description, or commentary are all relevant dimensions within the chronology of the acquisition and development of text design strategies. These strategies can be pre-schema, open-schema, or closed-schema. Task construction should be taken into account when assessing growth or development of writing skills. (Author/CM)

ED220516 TM820533

Blumberg, Carol Joyce; Porter, Andrew C.

The Estimation and Hypothesis Testing of Treatment Effects in Nonequivalent Control Group Designs when Continuous Growth Models are Assumed.

Pub Date Mar 82
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Estimation (Mathematics); *Hypothesis Testing; *Mathematical Models; Maximum Likelihood Statistics; Research Methodology; *Statistical Analysis
Identifiers-*Continuous Growth Models; Jackknifing Technique

This paper is concerned with estimation and hypothesis testing of treatment effects in nonequivalent control group designs with the assumption that in the absence of treatment effects, natural growth conforms to a particular class of continuous growth models. Point estimation, interval estimation, and hypothesis testing procedures were developed for both treatment effects and differences in treatment effects. It was found that traditional methods of data analysis are incorrect under much of this class of growth models. (Author/PN)

ED220074 IR010229

Limback, Rebecca

Introduction to Data Processing. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Pub Date Jul 81

Note-391p.; Some parts of this document are printed on colored paper and may not reproduce well.

Available from-Instructional Materials Laboratory, University of Missouri, 10 Industrial Education Building, Columbia, MO 65201 ($20.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Careers; Computer Literacy; *Computer Programs; Computers; Computer Science Education; Computer Storage Devices; *Data Processing; Flow Charts; Futures (of Society); *Input Output Devices; Instructional Materials; Occupational Information; *Programing Languages

Teacher background information and student materials are provided in this guide for teaching a one-semester data processing course, which may be used with or without microcomputer equipment. The material is organized into eight units covering history and evolution of data processing, information processing today, input/output media and devices, processing and primary storage, secondary (peripheral) storage and file concepts, data representation and storage concepts, programming concepts and languages, and trends in data processing. Designed for use in conjunction with a textbook of the teacher's choice or to supplement courses where data processing is included as a topic, the guide presents basic functions and applications of computers and data processing, as well as the basic terminology. Each unit includes behavioral objectives, notes for the teacher with specific suggestions for unit use, suggested activities and instructional materials for student and teacher use, information sheets correlated to specific unit objectives, and assignment sheets. Transparency masters provide enrichment and reinforcement. Tests and answer keys measuring unit objectives end each unit. Appendices provide a list of resources and a glossary. (LMM)

Kleiner, Jane P., Ed.
Academic Libraries--Visible, Vocal, Vital.
Louisiana Library Association, Baton Rouge.
Pub Date 25 Mar 82
Note-54p.; Papers presented at the Louisiana Library Association, Academic Section (Lake Charles, LA, March 25, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Libraries; Authors; *Black Literature; College Libraries; Higher Education; Information Retrieval; *Law Libraries; Library Instruction; Library Role; *Library Services; *Online Systems; *Publishing Industry; Reference Services

Included in this collection of papers from the Louisiana Library Association's Academic Section 1982 Micro Symposium are (1) an overview of the history and changing role of academic libraries by Jane P. Kleiner; (2) "Afro-American Literature and the Contemporary Publishing Industry," a paper by Dorothy Davis which discusses the present state of the publishing industry, black writers in American society, and the relationships between black authors and contemporary publishers; (3) "Academic Law Libraries," by Lance Dickson, a paper in which the differences between academic law libraries and other types of libraries are highlighted; and (4) "Online Bibliographic Retrieval Services in the Undergraduate Library," by Eleanor Elder, in which the advantages of providing online information service to undergraduates are evaluated. (JL)

ED220137 JC820390

Administrative Job Level Study and Factoring System.

Portland Community Coll., Oreg.
Pub Date May 82
Note-82p.; Prepared by the Educational Services Research and Planning Department.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Qualifications; Administrator Responsibility; Administrators; *College Administration; Community Colleges; *Employment Level; Factor Structure; *Job Analysis; *Occupational Information; *Salaries; Two Year Colleges

The administrative job classification system and generic job descriptions presented in this report were developed at Portland Community College (PCC) as management tools. After introductory material outlining the objectives of and criteria used in the administrative job-level study, and offering information on the administrative job factoring system, the process used to develop the system is explained. Weight assignments, used in the factoring system, are indicated for administrators' education, experience, and responsibilities in the areas of supervision; contacts with students and other individuals and groups within and outside the college; finances; instruction; college operations; management decisions and planning; and presidential assignment. A job description worksheet and instructions for using it are followed by examples of completed administrator job factor forms and detailed instructions for using the job factoring system. Next, generic job descriptions are provided for seven levels of administrative positions, along with salary information and lists of job titles appropriate to each level. After a series of data tables compares PCC's administrative salaries with those of other community colleges, an extensive bibliography concludes the report. (KL)

ED220197 PS012998

Connor, Kathleen; Martin, Andrea J.

Children's Recognition of Asymmetry in Metaphor.

Spons Agency-Fordham Univ., Bronx, N.Y.
Pub Date Apr 82
Note-16p.; Portions of this paper were presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 1982), and at the Biennial Meeting of the Southeastern Conference on Human Development (Baltimore, MD, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences; *Cognitive Ability; *Cognitive Development; Comparative Analysis; Elementary Education; *Elementary School Students; *Junior High School Students; *Metaphors; Secondary Education
Identifiers-*Asymmetric Relationships

Preferences for asymmetry in the relationship between metaphorical topic and vehicle were investigated among 64 fifth- and seventh-grade boys and girls. Subjects viewed 12 metaphorically related pairs of pictures selected from the Metaphoric Triads Task (MTT) and were told to write a sentence that tells how one picture is like another. Slides of the two pictures in each MTT item were displayed simultaneously at the front of students' classrooms. One member of each pair was randomly designated as "A" and the other as "B." Children at each grade level were tested in two groups, and the left-right placement of the A and B pictures was counterbalanced across groups. After some responses were eliminated to produce balanced sets of responses consisting of clearly metaphorical sentences, the remaining responses were examined to determine whether each had a topic/vehicle structure or whether it was nondirectional. Nondirectional sentences, found to be proportionately high in number, were further inspected to identify which picture served as topic. With regard to directional responses, no consensus existed among subjects at either grade level as to what the direction should be. The divergence of these findings from results of a previous study of high school students is discussed. (RH)

ED220257 RC013568

Schlichter, Carol L.

Decision Making: An Instructional Strategy for the Rural Gifted Student.

Pub Date 81
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Critical Thinking; *Decision Making Skills; Educational Needs; *Educational Strategies; Elementary Education; *Gifted; Learning Motivation; Problem Solving; Relevance (Education); *Rural Youth; *Teaching Methods

Rural gifted students are often characterized in the literature as sharing many of the needs and problems of other culturally diverse groups. They are viewed as having problems related to self-esteem, level of aspiration, and frustration with an instructional program which often fails to provide for learning relevant to the students' interests and environment. On the plus side, these same youngsters have identified strengths in logical thinking, problem-solving, sensitivity to injustice, and interest in people and their activities. Instructional strategies involving decision making skills are viewed as a viable approach to addressing both the needs and abilities of rural gifted youth. Specific guidelines in decision making training which teachers can use are to: provide a means for student responses, oral or written, which establishes the individual student's decision and the basis for the decision; prepare exercises which are real-life situations that assist students in defining their own sense of purpose and identity; and choose incidents or issues that will engage the students' interests and emotions. Such strategies can provide students with opportunities to practice skills in areas of their strengths and in the context of a curriculum focusing on relevant, real-life situations of interest to a particular group of students. (Author/NQA)

ED220389 SO014244

Maria, Arietta

Report on Annual Women's Re-entry Program Workshop (4th, Albuquerque, New Mexico, July 31, 1981).

New Mexico State Commission on the Status of Women, Albuquerque.

Pub Date 31 Jul 81

Note-9p.; The agenda was developed from a pre-workshop survey conducted by the New Mexico Displaced Homemakers' Office.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Day Care; *Displaced Homemakers; Educational Innovation; *Females; Financial Support; Higher Education; *Reentry Students; *Reentry Workers; Sex Fairness

This report briefly describes presentations made at a re-entry workshop which was sponsored by the New Mexico Commission on the Status of Women. The 45 participants included representatives from post-secondary programs and institutions throughout the state. The purpose of this workshop was to provide information to state institutions and agencies which seek to respond to the needs of displaced homemakers who become re-entry students. In the welcome and opening remarks, the chairperson of the workshop stated that 50% of all women in this country die alone and in poverty. Two factors which affect this dramatic statistic were cited. First, on the average, females continue to earn only 59% of the average male wage. Second, when homemakers lose that position there are no retirement benefits and no income, and they hold skills that are difficult to transfer to the out-of-the-home job market. During this transition from the private sphere of home and family to the public sphere of job and wages the need for assistance is greatly heightened. Workshop presentations were made on the following topics: innovative educational programs; daycare on campus/cooperatives; sex equity issues; re-entry service directory; on-campus re-entry student services; and nonfederal program funding. (RM)

ED220157 JC820412

Factbook on New Mexico Public Community Colleges and Vocational Schools: 1980-81 Addendum.

New Mexico State Board of Educational Finance, Santa Fe.; New Mexico State Commission on Postsecondary Education, Santa Fe.

Pub Date [81]
Note-56p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Education; Community Services; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Financial Support; Full Time Equivalency; High School Equivalency Programs; Income; State Aid; State Surveys; Tables (Data); *Two Year Colleges; Vocational Education; Vocational Followup; *Vocational Schools
Identifiers-*New Mexico

This seven-part factbook contains statistical data on the enrollments, graduates, programs, and financial status of New Mexico's 2-year colleges and vocational schools during 1980-81. Part I reviews spring, fall, and summer institutional headcount enrollment by college in academic, vocational, and community service programs. Part II looks at full-time equivalent enrollment in academic and vocational programs at each institution from 1976-77 through 1980-81. Part III provides preliminary data on enrollments, completions, and placements for active vocational programs in 1980-81 by college. Highlights of the "1980-81 Vocational-Technical Education Follow-Up Report for the Previous Year's Graduates and Completers" are reported in Part IV, including summary information on employment status, salaries, and taxes paid on earnings, and detailed data by program. Part V lists all associate degrees awarded at each of the 2-year colleges during 1980-81, showing the number of persons receiving degrees by type of degree and the percentage of total degrees awarded. Part VI indicates the number of persons who took the General Education Development (GED) test and those who passed it and received a GED certificate. The final section details institutional revenues, by source, and expenditures for instruction and general purposes. Each section contains brief explanatory comments and data tables. (KL)

ED220176 PS012802

Wodarski, Lois Ann; And Others

Teaching Nutrition by Teams-Games-Tournaments: An Application of Behavioral Analysis.

Maryland Univ., College Park. Agricultural Experiment Station.
Report No-MP-941
Pub Date Oct 79
Note-320p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Behavioral Objectives; Elementary Education; *Elementary School Curriculum; *Learning Activities; *Nutrition Instruction; *Program Effectiveness; Secondary Education; *Secondary School Curriculum; Student Attitudes; Teacher Attitudes; Teaching Guides; *Teaching Methods
Identifiers-*Teams Games Tournaments Technique

Presented in the first part of this document are results from a pilot study designed to determine the effect of the Teams-Games-Tournaments (TGT) method on students' and teachers' nutrition knowledge. (The TGT is a structured sequence of learning activities combining small groups, instructional games, and tournaments to teach nutrition concepts.) Two curricula incorporating the TGT technique were developed and tested in two self-contained sixth grade classrooms and two high school home economics classes. In general, data obtained from questionnaires developed to assess students' and teachers' reactions to the TGT nutrition units indicated that the majority of students in all classes enjoyed the method. Students enjoyed working in groups and competing in tournaments, expressing the feeling that they learned "a lot" about nutrition and, importantly, the belief that what they learned would influence their future food choices. Teachers indicated that the units were well-planned, thorough, and easy to follow, noting that the children enjoyed working in groups and that the TGT activities not only increased the students' knowledge of nutrition, but also reinforced reading, math, spelling, and measurement skills. A detailed description of the contents and activities of the two curricula comprises the second and third sections, which are the major portion of the document. (MP)

ED220298 SE039060

Manfre, Edward; Donahoe, Charles

USMES Design Lab Manual. Fifth Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-027-0

Pub Date 77

Grant-SED-69-01071

Note-108p.; For related documents see SE 039 061-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Facilities; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; *Resource Centers; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Staff Role; Teaching Guides; Teaching Methods; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This manual serves as a resource for Design Labs in the Unified Sciences and Mathematics for Elementary Schools (USMES) program. A Design Lab is not a customary "shop" where students receive training in woodworking, metalworking, and other crafts. Instead, when a construction need arises during USMES units, a Design Lab becomes the central location for tools, materials, and working space for students to plan and build according to their theories, make and benefit from mistakes, and develop improved designs. Section I provides general information, focusing on the USMES Design Lab concept, tone of student activities, safety considerations, and what students have made in Design Labs. Section II, focusing on setting up Design Labs, discusses planning a Lab, forms of Design Labs (in-class Labs, portable Labs, separate-room Labs), and Design Lab tools and materials. Section III addresses staffing and training, including an overview of staffing/training considerations, Design Lab orientation methods, staffing, and teacher training. Appendices include a bibliography, list of Design Lab "How To" cards, nature of USMES and its resources, tri-wall (three-layered cardboard) ordering information, and Design Lab inventory lists. (Author/JN)

ED220369 SO014222

Margolis, Diane Rothbard; Stanwick, Kathy

Women's Organizations in the Public Service: Toward Agenda Setting.

Rutgers, The State Univ., New Brunswick, N.J. Center for the American Woman and Politics.

Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Pub Date 80

Note-119p.

Available from-Center for the American Woman & Politics, Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Females; Feminism; National Organizations; Needs; *Organizations (Groups); Problems

Identifiers-*Public Service; *Womens Organizations

This descriptive report examines public interest groups formed by women in the United States. In 1978 and 1979 representatives from the Center for the American Woman and Politics attended national and regional meetings of public interest and professional groups whose members work in local, county, and state governments. While there, they observed the women's meetings and interviewed women leaders. There are four major sections to the report. The first section presents a state of the art review of women's organizations in the public service. Examined are statewide organizations, women's organizations in national public interest groups, women's organizations within professional associations, organizations at the federal level, organizations of national and state legislators, research and training centers for women in political life or governmental employment, and the Presidential Management Intern Program. The second section discusses reasons for and problems in women's organizations. Achievements and frustrations are examined in section three. The report concludes with a discussion of needs and suggestions. The appendices include listings of women's organizations in the public sector. (RM)

ED220517 TM820534

Cummings, Corenna C.

Estimates of Multiple Correlation Coefficient Shrinkage.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Correlation; Error of Measurement; *Mathematical Formulas; *Multiple Regression Analysis; *Predictive Measurement; Predictor Variables; Research Methodology; Sampling; *Validity

Identifiers-Criterion Variables; *Cross Validation; Sample Size

The accuracy and variability of 4 cross-validation procedures and 18 formulas were compared concerning their ability to estimate the population multiple correlation and the validity of the sample regression equation in the population. The investigation included two types of regression, multiple and stepwise; three sample sizes, $N = 30$, 60, 120; and, two sets of predictors, $n = 4$, 8. The results indicate that most of the formulas and cross-validation procedures advocated in the literature were inaccurate and extremely variable. However, dependent upon the type of regression and the population value estimated, conservatively accurate estimators with low variability were identified. (Author/CM)

ED220558 UD022504

Cook, Stuart W.

Unresolved Issues of Cooperative Learning.

Pub Date Sep 80
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Competition; Elementary Secondary Education; *Group Behavior; *Group Membership; *Intergroup Relations; *Interpersonal Relationship; Minority Groups; Peer Teaching; *Racial Relations; *School Desegregation; Tutoring; Whites
Identifiers-*Cooperative Learning

Proposals to use interracial/cross-ethnic learning teams in desegregated classrooms raise issues from research that demonstrate the complicated nature of the relationship between learning teams and classroom interracial relations. According to the research, relationships are affected by the characteristics of learning teams, namely competitiveness; group composition (usually of high achieving whites and lower achieving minorities); and the presence of a helping relationship where whites usually tutor their less well-prepared minority teammates. Various researchers indicate that positive interpersonal relationships encouraged by membership in groups are modified in competitive situations, when in-group relationships vary with team success or failure, and perceptions of other groups tend to become negative. In general, the interracial composition of learning teams and the tendency of competing teams to dislike one another lead to the expectation of minimal cross-racial friendship choices in desegregated classrooms. Conflicting findings have been found about the effect of white and minority students' relative academic competence and the helping relationships among interracial team members. Overall, however, research suggests pessimistic outcomes for cross-racial relationships in classrooms with learning teams. Yet, measures of friendship choices and classmate ratings indicate consistently improving cross-racial relations. The contradictory findings emphasize the need for more informative research on the issue. (Author/MJL)

ED220098 IR010318

Wright, A. J.

After the Fall: The Use of Surplus Capacity in an Academic Library Automation System.

Pub Date 26 Apr 81

Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries; *Computer Oriented Programs; *Computers; Databases; Higher Education; Information Services; *Library Automation; Library Networks; *Library Services; Online Systems; Reference Services; Word Processing

Identifiers-Decision Support Systems; Electronic Mail; *Surplus Computing Capacity

The possible uses of excess central processing unit capacity in an integrated academic library automation system discussed in this draft proposal include (1) in-house services such as word processing, electronic mail, management decision support using PERT/CPM techniques, and control of physical plant operation; (2) public services such as the support of reference activities through the development of online indexes and information files and the development of public access online catalogs; (3) network services, in particular participation in local library and information networks; and (4) entrepreneurial services such as the sale of computer time to academic departments. Included with the report are four figures illustrating possible computer system configurations, a 46-item reference list, and a supplemental bibliography. (Author/JL)

ED220138 JC820392

Atwell, Charles A.; And Others

Reexamining Community Services in the **Community College: Toward Consensus and Commitment. Topical Paper Number 76.**

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; National Council on Community Services and Continuing Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Contract No-400-78-0038

Note-92p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Planning; *College Role; *Community Colleges; *Community Services; Curriculum Development; Educational History; *Educational Objectives; Financial Support; Leadership; *Program Development; Two Year Colleges

In an effort to reinforce the central role of community services in the comprehensive community college, this monograph examines the history, mission, role, and funding of community services and provides recommendations for continuing and increasing the integration of such services within the community college. Chapter I provides a historical overview of the public service mission of higher education in the United States. Then, Chapter II examines community services in relation to other college missions and argues for a clear definition of community services, a reexamination of its mission, and the development of a consensus and commitment to its continuation by the college community and policy makers. After Chapter III discusses the development of community service programs, ways of bringing them into the mainstream of the college, and the advantages of developing a central theme for community services and the college, Chapter IV outlines the funding practices of various states and suggests alternative sources of funding for community service programs. Chapter V identifies the role of institutional, local, and state leaders in gaining widespread commitment to the community service function. Finally, Chapter VI offers recommendations for the establishment of priorities, an operational definition of community services, and a uniform system of data collection; for the development of a curriculum-based program of services and activities; and for the adoption of a more active stance on the question of community services. (HB)

ED220219 RC013492

Indian Elderly and Entitlement Programs: An Accessing Demonstration Project.

National Indian Council on Aging, Albuquerque, N. Mex.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 81
Grant-AOA-90-AM-2192
Note-92p.; Paper copy not available due to publisher's choice.
Available from-National Indian Council on Aging, Inc., P.O. Box 2088, Albuquerque, NM 87103 ($6.00 per copy).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Age; American Indians; Community Characteristics; *Delivery Systems; Federal Indian Relationship; Housing; Marital Status; Nursing Homes; *Older Adults; *Participation; *Reservation American Indians; Social Characteristics; *Social Services; Tables (Data); Tribes; Widowed
Identifiers-Jicarilla Apache (Tribe); *National Indian Council on Aging; Oglala Sioux (Tribe); Papago (Tribe); *Reservation Access Project; Siletz (Tribe); Tribal Government

The report discusses the participation of elderly American Indians in Federal entitlement programs and describes the Reservation Access Project, which was funded to increase by 100% the number of Indian elderly served and to develop a model for delivery services. The first section provides an introduction, organizational history of the National Indian Council on Aging, an overview of the elderly Indian and background information on the Access Project. The second section describes the Access Project, its purpose, program variables, program implementation, and method used in selecting the four project sites. The four reservations (Jicarilla, Pine Ridge, Papago, and Siletz) are described in terms of their history, culture, government, tribal economy, climate, transportation, community facilities, population, and socioeconomic characteristics. Findings indicate: Access identified 1,386 Indian elderly age 55+ during the 12-month project (1980-81); a significant level of involvement of elders in some programs and a need for improvement in others; and in the development of the model, some long held beliefs were proven erroneous, while others surfaced which ran counter to popularly-held ideas with the Indian community. Eight recommendations provide suggestions which deal with the enhancement of services to Indian elderly. Appendices include the site selection rating scale, a contract form, and 22 statistical tables. (AH)

Kahle, Jane Butler

Double Dilemma: Minorities and Women in Science Education.

Purdue Research Foundation, Lafayette, Ind.; Purdue Univ., Lafayette, Ind.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-ISBN-0-931682-13-4

Pub Date 82

Grant-NIE-G-78-0233

Note-180p.

Available from-Office of Publications, Purdue University, South Campus Courts-D, West Lafayette, IN 47907 ($5.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Biology; Blacks; *College Science; *Females; Higher Education; Minority Groups; *Minority Group Teachers; *Professional Development; Professional Training; Science Education; Scientists; Secondary Education; Secondary School Science; Student Characteristics; Teacher Characteristics; *Teacher Improvement; Undergraduate Students; *Women Faculty

Identifiers-*Science Education Research

The 3-year project reported in the first chapter of this document addressed factors which affect the scholarly research and publication productivity of women faculty in minority institutions, specifically women in science/science education from colleges affiliated with the Alabama Center for Higher Education. The project was conceived, reviewed, and funded on the premise that improving research and writing skills would increase the professional status of women faculty at minority institutions of higher education. Additional chapters focus on women in science and science education (chapter 2), considering training/retention of women scientists, women in science in academe, and minority women; minority science education (chapter 3), examining minority institutions of higher education and minority science education in secondary schools and colleges; a profile of southern minority undergraduates (chapter 5); and recommendations, participants, participating institutions/students in chapter 6. Six research studies completed by project participants are presented in chapter 4. Issues examined in the studies include: ability/aptitude and characteristics of black college students; effects of instructional methods on achievement; factors affecting biology achievement; efficacy of spatial ability and other measures in predicting mathematics of minority students; urban minority characteristics related to biology achievement; and classroom verbal behavior patterns as indicators of locus of control orientation. (Author/JN)

ED220349 SE039124

Hubbard, Kelly; Theiss, Nancy S.

Snakes. A Conservation Education Program of the Department of Fish and Wildlife Resources.

Kentucky State Dept. of Education, Frankfort.
Pub Date [82]
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Animals; Biological Sciences; Conservation Education; Elementary Education; *Elementary School Science; *Environmental Education; *Learning Activities; Science Education; *Wildlife
Identifiers-*Kentucky; *Snakes

The Kentucky Department of Fish and Wildlife Resources is charged with the responsibility to preserve, protect, and perpetuate the fish and wildlife in Kentucky. Involved in this broad program are a number of services, including the Wildlife Conservation Education Program. During the months of September through April, Conservation Club leaders visit almost every 5th and 6th grade student in Kentucky schools, presenting a monthly program on various wildlife resource topics. These programs include interesting activities and facts on resources such as Kentucky snakes, birds, fish, and other animals. A series of teacher's guides have been developed to accompany each monthly topic. Snakes is one of the supplementary activity guides in the series to be used as enrichment material before and after the visit by a Conservation Club Leader. General facts about snakes, information on poisonous snakes, descriptions of Kentucky snakes, and activities (stories, poems, crosswords, bookmarks/mobiles, and others) are presented. (Author/JN)

ED220409 SP020475

Mathematics. Correlation of Program of Studies and Adopted Textbooks. MET, A Title IV-C Project.

Fairfax County Public Schools, VA. Dept. of Instructional Services.

Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.

Pub Date 82

Note-90p.; For related documents, see SP 020 474-491.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Classroom Techniques; County School Districts; *Curriculum Guides; Elementary Education; *Elementary School Mathematics; Inservice Teacher Education; *Instructional Materials; *Mathematics Curriculum; Mathematics Materials; Pilot Projects; *Resource Units; Textbooks

Identifiers-*Project MET

This booklet is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). This document provides charts to guide pilot project teachers in selecting appropriate mathematics lesson materials from specified textbooks and supplementary materials. Charts for each grade level specify: (1) POS mathematics objectives in terms of knowledge, skills, beliefs and values, and participation; (2) chapter and page references in the textbooks' teacher's editions; and (3) suggested ideas and materials. Textbook correlations are for "Mathematics Their Way" and "On the Road to Understanding Mathematics" at the kindergarten level and for "HBJ Mathematics," "McGraw Hill Mathematics," and "Real Math" for the first through sixth grades. (FG)

ED220431 SP020684

Oates, Mary J.

Teaching in Massachusetts Parochial Schools, 1870-1940.

Radcliffe Coll., Cambridge, MA. Inst. for Independent Study.
Pub Date Jun 81
Note-47p.; Paper presented at the Berkshire Conference on the History of Women (5th, Vassar College, NY, June 16-18, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Catholic Educators; *Catholic Schools; Educational History; Elementary Secondary Education; Faculty Development; Immigrants; *Lower Class Students; Low Income Groups; *Nuns; Parochial Schools; Private Education; *State History; Teacher Education; Vocational Education
Identifiers-*Massachusetts

This paper presents an overview of the work of sisterhoods in the parochial schools in Massachusetts from 1870 to 1940. The needs of the sisters as members of religious communities and their needs as professional educators are pointed out, and a distinction is made between the operation of parochial schools owned by a religious community and those where the sisters served as employees. Developments in building and staffing the schools are described, including the reasons for the proliferation of parochial schools in Massachusetts during the 1800s. Conflicts between public and private schools due to differences in curriculum, methods, and theory are delineated. Reasons for opposition to parochial schools are described. Characteristics of the parochial school faculty, their relationship with the diocese, and their reaction to the emphasis on professionalism after 1890 are cited. (FG)

ED220452 SP020833

Hawley, Robert C.

Assessing Teacher Performance.

Report No-ISBN-0-913636-12-6

Pub Date 82

Note-154p.

Available from-Education Research Associates, Box 767, Amherst, MA 01004 ($16.50).

Document Not Available from EDRS.

Descriptors-*Administrator Role; *Classroom Observation Techniques; Classroom Techniques; Conferences; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Student Teacher Relationship; Supervisory Methods; Teacher Administrator Relationship; *Teacher Characteristics; Teacher Effectiveness; *Teacher Evaluation; Teaching Methods

The goals, processes, and objectives of teacher evaluation are examined. Evaluation is defined as a planning and decision-making tool, and such evaluation activities as observing, holding conferences, supervising, and writing reports are discussed. An analysis of the tasks involved in teaching is provided so that evaluators will have specific ways of looking at and talking about what is going on in the classroom. In part I evaluation is examined as a part of a management system comprised of two functions: administration and supervision. An outline is given of the decision areas, decision makers, information needs, information gathering techniques, and use of information for each of these functions of the system. Part II presents discussions and descriptions of skills needed for teacher evaluation in observation, conferences, and report writing. Other supervisory skills are also considered, including supporting and confronting, matching leadership styles, structuring self-assessment, peer and student assessments, and modeling. In part III, consideration is given to the tasks of teaching and ways to assess teacher student relationships, classroom management, and methods of instruction. The appendix contains sample evaluation forms as well as exercises that may be used to strengthen evaluation skills. (JD)

ED220473 SP020968

Hilliard, Asa G.; And Others

Behavioral Criteria in Research and the Study of Racism: Performing the Jackal Function (Final Report).

Urban Inst. for Human Services, Inc., San Francisco, CA.

Spons Agency-Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No-ONR-TR-1

Pub Date Feb 81

Contract No-N00014-77-C-0183

Note-190p.; For related documents, see SP 020 966-967. Some charts may not reproduce clearly due to small print.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Attitude Change; Behavior Change; *Blacks; Change Strategies; Discussion Groups; Racial Attitudes; *Racial Bias; *Racial Factors; *Racial Identification; Whites

This report describes the methodology and results of a study of racist attitudes and behaviors. The introduction provides the background and states difficulties due to funding and time constraints. Research and data collection procedures are delineated in the second section. In section 3, results are presented in tabular form, and intercoder reliability is discussed. Findings are interpreted in section 4, including differences between the two coders, discrepancies between quantitative and qualitative findings, and qualitative analysis performed by a multidisciplinary team of consultants. Limitations of the study and recommendations are given in section 5. Limitations include the complexity of measuring and defining racist behaviors quantitatively, the complexity of developing accurate quantitative and qualitative assessment methods, inadequate funds and staffing, and voluntary subject selection. Recommendations suggest holistic research approaches that integrate long term and diverse quantitative and qualitative research methods, and the refinement of the legitimation model. Appendixes provide supportive documentation about the workshop and the research project, as well as copies of the attitude survey, a survey on historical facts, evaluation form, and coding procedures. Also appended are narrative reports written by the four consultants analyzing the group discussions. (FG)

ED220495 TM820508

Different Drummers: Alternative School Opportunities in the Wichita Public Schools, Wichita, Kansas.

Wichita Public Schools, Kans. Div. of Research, Planning and Development Services.

Pub Date [81]
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academically Gifted; Environmental Education; High Risk Students; Holistic Approach; Milieu Therapy; *Nontraditional Education; Public Schools; Reentry Students; *School Districts; *Special Programs; Theater Arts
Identifiers-*Wichita Public Schools KS

This document describes six alternative educational centers in the Wichita Public School System: (1) a program designed for students with talent in academic subjects or in the performing arts; (2) a program providing educationally meaningful learning in a disciplined environment; (3) a non-graded, multi-age program conducive to learning through environmental education, continuous progress and affective education; (4) a non-graded, multi-age setting committed to a continuous, personalized process of learning; (5) a junior high for pupils who have not responded to more traditional approaches; and (6) a high school designed to meet the educational needs of students who have not remained in the high school until graduation. (PN)

ED220539 TM820570

Burry, James; And Others

Testing in the Nation's Schools and Districts: How Much? What Kinds? To What Ends? At What Costs?

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CSE-R-194
Pub Date Mar 82
Note-142p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Cost Effectiveness; *Educational Assessment; Educational Economics; Educational Policy; Minimum Competency Testing; National Surveys; Program Costs; *School Districts; Testing; *Testing Programs; Test Results; *Test Use

The Center for the Study of Evaluation's (CSE) Test Use Project (1979) has gathered information that is nationally representative and illustrative of the entire range of tests being administered. The primary intention of this phase of the ongoing study is to identify the direct and indirect costs of testing. The four papers included here offer school districts a fresh vantage point from which to consider how their assessment programs can be improved to meet a variety of decision audiences. Bruce Choppin discusses the survey's sampling procedures and offers an overview of the main findings, concluding with ideas to reduce the amount of testing time while maintaining its relevance for various audiences. Donald Dorr-Bremme amplifies the initial findings in a teacher-as-practical-decision-maker context, with implications for the design and implementation of future assessment programs. James Burry discusses CSE's test use findings indicating teachers' stated uses of assessment information for classroom decisions and recommending methodological, technical, and organizational considerations to be addressed to produce more efficient assessment programs. James Catterall discusses cost-accounting, cost-effectiveness, and cost-benefit paradigms, and offers a theoretical model for thinking about costs and testing. (PN)

Mung'ong'o, C. G.

An Investigation into the Nature, Trend and Implications of the 1973-1976 TLS Issue Decline.. Occasional Paper No. 5.

Tanzania Library Service, Dar es Salaam.

Pub Date Sep 78

Note-21p.; For related documents, see IR 010 290-294, IR 010 297-299, IR 010 306, and IR 010 308. Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations; Evaluation Criteria; Foreign Countries; *Library Circulation; *Library Collections; *Library Materials; *Library Role; Library Services; Library Standards; Library Surveys; National Libraries; Regional Libraries

Identifiers-*Tanzania

This paper reports on a survey of library membership and circulation figures from seven Tanzanian regional libraries over a 4-year period which was undertaken to evaluate the performance of the Tanzanian Library Service in its capacity as a national network providing free library service, promoting education as a lifelong process, and supporting literacy and adult education programs for the Tanzanian populace. Standards for the measurement of library performance are outlined with respect to the utility of library facilities, the availability of library materials, and the variables affecting the quality of user services. Results of the survey are presented, with an emphasis on the reasons given by the libraries surveyed for the decline in library issues over the period studied. A series of suggestions for the reversal of the declining trend in library use made by the survey respondents is then reviewed. A summary of the survey results in relation to the Tanzanian library environment closes the report. A reference list and set of data tables accompany the text. (JL)

ED220120 JC820347

Dominici, Margaret L.

Comments on the Significance of the Statewide Longitudinal Study.

Pub Date [82]

Note-9p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917). For other papers in the review series, see JC 820 347-356.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attendance Patterns; Attendance Records; *College Administration; *College Admission; Community Colleges; Grading; Longitudinal Studies; School Registration; State Surveys; Student Attrition; Student Educational Objectives; *Student Records; Student Recruitment; Two Year Colleges; *Two Year College Students

Identifiers-*California; *Statewide Longitudinal Study CA

This paper examines the implications of the California Statewide Longitudinal Study (SLS) of community college students with respect to college admissions and records, and concerns such as recruitment, registration, attrition, grading, probation and dismissal, and reporting. After an introduction to the institutional role of admissions and records and a discussion of changes in college missions and student objectives, selected SLS findings and their implications are presented. In terms of recruitment, the fact that 58% of the students had left high school 1 year or less prior to entering the community colleges suggests a need for a close working relationship with high schools and raises questions of how to reach those who are not recent high school students. With respect to registration, the high percentage of students with zero active units on the first day of classes suggests that methods should be developed to allow for more efficient and effective use of data processing resources. With regard to grading policies, the finding that a large number of students are not concerned with grades or college credit suggests that the introduction of stringent grading policies could have a negative impact on community college students. Finally, the finding that 41% of the day students and 60% of the evening students were not attending classes to receive credit suggests that attrition in the traditional sense may be an inapplicable term for today's community colleges. (HB)

ED220198 PS012999

Powell, Douglas R.

Enhancing the Effectiveness of Parent Education: An Analysis of Program Assumptions.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [82]
Grant-400-78-0008
Note-36p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, 1982, Lilian G. Katz, Editor.
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Change; *Educational Trends; *Parent Education; *Program Design; *Program Effectiveness; Program Improvement; Standards; *Teacher Role
Identifiers-*Parenting

Questions about the effectiveness of parent programs are addressed in this paper, which is based on the premise that an important step toward improvement is the identification and clarification of assumptions which prompt and sustain specific program structure and operations. Selected major assumptions about the ways in which programs attempt to influence parents are discussed, and three dimensions of parent programs are examined in order to identify the relationship between prevailing assumptions and program practices: the expertise and role of the professional in working with parents, the development of program standards of good parenting, and conceptions of how parents change. As a preface to the analysis of these areas, current trends and developments in the parent education field are considered. (MP)

ED220239 RC013549

King, Richard A.

Declining Enrollment: Implications for Public Education in New Mexico. Report of a Survey of New Mexico Superintendents Regarding the Impact of Declining Enrollment.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency-New Mexico State Dept. of Education, Santa Fe. Div. of Public School Finance.

Pub Date Jul 82

Note-56p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Coping; *Declining Enrollment; *Educational Administration; Elementary Secondary Education; Financial Support; Program Attitudes; Program Effectiveness; Questionnaires; Reduction in Force; *Retrenchment; School Districts; School Size; State Aid; *Superintendents

Identifiers-Funding Formulas; *Impact; Impact Studies; *New Mexico

Sixty New Mexico school district superintendents responded to a survey regarding reduction of personnel and educational programs, impacts of decline on quality of education, and desirability of alteration of the funding formula to recognize impacts of declining enrollments. Three groups of districts emerged: those where reduction had occurred (32); those expecting reduction in the next several years (15); and those not expecting reduction (13). Not only were small districts affected by decline, but some larger ones as well. While teacher reduction was most likely at the secondary level, reduction in instructional aides was more likely at the elementary level. Sixteen superintendents felt that reduction should be addressed in the funding formula, 13 said it should not, and 27 favored continued study of the situation (4 did not respond to the question). Superintendents did not target any particular program for real or anticipated reduction, rather they chose several areas, particularly fine arts, enrichment courses, extracurricular activities, and interscholastic sports. Since some superintendents felt their districts' quality of education had improved in the past few years, program modification and reduction forced by decline can bring opportunities to school districts. (BRR)

ED220258 RC013569

Amodeo, Luiza B.; And Others

A Potpourri of Issues Relevant to Rural and Minority Women in the Southwest.

Pub Date Jan 81

Note-40p.; Symposium presented at the Southwest Educational Research Association Conference (Dallas, TX, January 29-31, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aspiration; Career Choice; Culture Conflict; *Educational Counseling; *Educational Needs; Equal Education; Expectation; *Females; Life Style; *Minority Groups; *Rural Population; Sex Role; Social Studies; Teaching Styles; Textbook Content

Identifiers-New Mexico; *Rural Women

Focusing on issues and concerns pertaining to teaching and counseling rural women and minority women living in rural environments, the four papers aim to promote a better understanding and more realistic picture of conditions affecting rural/minority women. "Factors Influencing Educational and Occupational Choices of Rural/Minority Women" briefly explores historical and contemporary factors influencing educational and occupational choices of rural/minority females and presents possible approaches for amelioration of the current situation. In "Educational and Career Goals of Rural Women," common problems faced by rural women are briefly discussed: a conservative orientation toward sex roles and appropriate lifestyles; a conflict between the traditional demands of rural culture and contemporary pressure to enter the labor force; lack of skills to qualify for better jobs; and low aspirations and expectations. "A Teaching Style Profile of Women in Rural Schools of New Mexico" describes a 1980-81 pilot study on the teaching style of 50 rural female teachers in New Mexico. The last paper, "Pictorials in Social Studies Textbooks: Perpetuating Sexism and Racism," reports a study which measured whether increasing social attention to racial and sexual biases contained in textbooks influenced the content of text and books used in four school districts with bilingual/bicultural programs. (NQA)

Keskulla, Jean
Pedestrian Crossings - USMES Teacher Resource Book. Fifth Edition. Trial Edition.
Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-016-5
Pub Date 76
Grant-SED-69-01071
Note-243p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Mathematics;

*Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Pedestrian Traffic; *Problem Solving; Process Education; Resource Materials; *School Safety; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to improve the safety and convenience of a pedestrian crossing near a school. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of pedestrian crossing problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2, 4, 4/5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220330 SE039092

Agro, Sally; And Others
Graphing. USMES Intermediate "How To" Set.
Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-030-0
Pub Date 77
Grant-SED-69-01071
Note-104p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Elementary School Mathematics; *Elementary School Science; *Graphs; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Science Course Improvement Projects; Science Education; Social Studies; Statistics; *Unified Studies Curriculum
Identifiers-*Graphing (Mathematics); National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of six booklets on graphing, intermediate grade students learn how to choose which kind of graph to make; make bar graphs, histograms, line graphs, and conversion graphs; and use graphs to compare two sets of data. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. The first page tells why or when students may need the skill covered in the booklet and includes a table of contents. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220390 SO014246

Thompson, Charles, Ed.

K-2 Social Studies Teacher Resource Guide (Objectives and Activities).

Wichita Public Schools, KS. Curriculum Services Div.

Pub Date 81

Note-391p.; Pages containing print on various colored backgrounds may not reproduce clearly.

Available from-Wichita Public Schools, Curriculum Services Division, Educational Services Building, 640 N. Emporia, Wichita, KS 67214 ($8.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art Education; *Curriculum Development; Educational Objectives; Educational Philosophy; Family Life; Learning Activities; Neighborhoods; Primary Education; Self Concept; Skill Development; *Social Studies; Units of Study

This guide contains units of study for use in K-2 social studies classes. Included in the introductory section is a statement concerning the Wichita school district's social studies philosophy; an overall scope and sequence of the elementary social studies curriculum; a scope and sequence for the guide; a listing of map, globe, and knowledge skills for K-2 social studies; and art ideas for social studies courses. The bulk of the guide contains units which are organized by grade level. Each unit contains an introduction, objectives, learning activities, and a bibliography of student resources. Specific instructions are provided for implementing the activities. Units for the kindergarten level are entitled: How I Work and Play; Who Am I?; How I Feel; Changes I See; and Where Am I? Grade one units are: People Live in Families; The School Community; Families--Needs and Wants; and Families and Places. Grade two units are: What Is a Good Neighbor? What Is a Neighborhood? Neighborhood Change; Neighborhoods Work Together; Places in the Neighborhood? and World Neighbors. Holiday units of study, which can be used at any of the grade levels, are also included. The many and varied suggested learning activities include having children read and discuss books, view filmstrips, record and print stories of themselves, draw pictures, take a walking tour of the school, and cook food. (RM)

ED220518 TM820535

Lohnes, Paul R.; Pai, Lu

Empirical Estimation of the Model Parameters by Using LISREL.

Pub Date Mar 82
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Programs; *Educational Research; Factor Analysis; *Hypothesis Testing; Instructional Development; *Mathematical Models; Models; *Research Tools
Identifiers-*Confirmatory Factor Analysis; Empirical Analysis; *LISREL Computer Program; Parameter Identification

As useful as LISREL may be in model estimation and testing, its most significant contribution to date is the encouragement and example it gives for right thinking about research and right planning of research. The encouragement to hypothesize the best possible model for the process that is the object of study, and to plan measurements that adequately specify the model, is the aspect of LISREL which is transforming educational research. The estimated model encourages researchers to believe that criterion achievement was heavily influenced by input achievement and modestly influenced by input attitude, but not by instructional process. If the major question of instructional process research is whether the measurement of instructional process variables yields information which contributes to the explanation of learning variance, the answer given for this example by the FaM model squares with the answer given by the LISREL model. The newest version of LISREL redresses previous grievances indicating that it is going to be easier to compute and interpret LISREL models. (Author/PN)

ED220158 JC820413

Bencich, John D.; And Others
An Assessment of the Impact of Entry-Level Placement Assessment on the Climate of Teaching and Learning in Community Colleges in Florida.
Florida Association of Community Colleges, Tallahassee.
Pub Date [82]
Note-21p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes; Community Colleges; Counselor Attitudes; *Program Effectiveness; Remedial Programs; State Legislation; *Statewide Planning; *Student Evaluation; *Student Placement; *Teacher Attitudes; *Testing Programs; Two Year Colleges
Identifiers-*Florida

These three papers represent the results of the third phase of Florida's Impact of Testing Project. After reviewing the background to the project, the first paper discusses third-phase findings in terms of project objectives, i.e.: to determine entry-level assessment procedures and their uses in student placement; to determine the impact that entry-level testing has had on instructional strategies and personnel; and to project changes for Florida's community colleges. After noting that non-traditional students may react negatively to mandatory assessment testing and that some legislators are opposed to funding postsecondary remedial education, the paper concludes that faculty are willing to adjust course content, grading policies, and assignments based on college-level testing, but have concerns about accountability, supervisors' qualifications for judging basic skills instructors, and variations in assessment tests and procedures. The second paper provides a summary of faculty, counselor, and manager perceptions of the impact of entry-level assessment and placement, while the third paper provides greater detail on the spring 1982 survey upon which the perception summary was based and reviews findings in terms of faculty involvement in entry-level assessment and attitudes toward assessment procedures, the open door policy, developmental education, counseling, and highly advanced or esoteric courses. The survey instrument and responses are also included. (KL)

ED220177 PS012835

Tegano, Deborah Walker

Assessment of Hemispheric Dominance for Language at Three Ages.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Conference of the Southern Association for Children Under Six (Tulsa, OK, March 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences; Auditory Stimuli; *Cerebral Dominance; Elementary Education; *Elementary School Students; *Preschool Children; Preschool Education

Identifiers-*Dichotic Listening

The purposes of this study were to assess the development of hemispheric dominance for language function among children of 4, 7, and 10 years of age and to determine whether age predicts hemispheric dominance. Within 2 weeks of the beginning of data collection, middle-class subjects selected from private nursery schools and elementary schools passed a hearing screening administered by an audiologist. Experimental testing then consisted of an individually administered dichotic listening examination in which each subject heard two different words simultaneously through stereo headphones. Twenty-four groups of two pairs of dichotically presented words were heard by each subject. After hearing each group of words, the subject was asked to report, in any order, all of the words he or she remembered. Scores were calculated by subtracting the right-ear score from the left-ear score and then dividing by the total number of correct responses for both ears. The dichotic listening task included four identical trials in order to assess the reliability of the instrument. Higher right-ear (left hemisphere) scores were found across all groups. The number of subjects with little difference between right and left hemisphere scores increased with age. In view of the traditional emphasis on left hemisphere learning in schools it is concluded that hands-on curriculum experiences providing young children with the opportunity tc learn more right brain strategies would be beneficial. (RH)

Agro, Sally

Advertising - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-001-7
Pub Date 76
Grant-SED-69-01071
Note-241p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advertising; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; *Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find the best way to advertise a product or idea they want to promote. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of an advertising problem, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2/3, 4, and 5. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with advertising activities. (JN)

ED220350 SO013963

Fennessey, James; Karweit, Nancy
Multi-Level Analysis Methodology. Final Report, November 1976-June 1978
Johns Hopkins Univ., Baltimore, Md.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date [Jun 78]
Grant-NIE-G-76-0092
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Analysis of Covariance; Classroom Environment; *Educational Sociology; *Models; *Research Methodology; Socialization; *Social Science Research
Identifiers-Linear Models

This final report describes a research project in sociology of education. The general objective of the project was to develop a framework for analyzing and conceptualizing multi-level social processes that will allow researchers to examine and represent school and classroom socialization structures and their effects. The framework is based on a specialized type of linear statistical model. To develop the framework, the authors built upon previous conceptualizations put forth by several investigators and have carried those ideas forward. It draws mainly on the earlier work of Duncan (1972) and of Hauser (1968), on previous work by Fennessey (1970), and on some more recent work by Cronbach and his associates (1976). Two more specific objectives of the project were (1) to examine and evaluate alternative adjustment strategies proposed for use in multi-level analysis, and (2) to explore the benefits of regarding the individual within-school regression coefficients as a vector variable characterizing the schooling process. The report contains three sections. Section 1 briefly introduces the project. Section 2 describes in some detail the background of the work in developing the general analysis framework. Section 3 gives the main elements presently included in the framework, some areas in which progress was made, and other areas in which problems were encountered. (Author/NE)

ED220370 SO014223

Burns, Ruth Ann; And Others

Women in Municipal Management: Choice, Challenge and Change.

Rutgers, The State Univ., New Brunswick, N.J. Center for the American Woman and Politics.

Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Pub Date 80

Note-266p.; Appendices and colored pages may not reproduce clearly in microfiche.

Available from-Center for the American Woman & Politics, Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901 ($10.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Careers; *City Government; Educational Background; *Employed Women; Employment Level; Employment Opportunities; Individual Characteristics; *Public Administration; Social Science Research

This study on women in municipal management examines their personal agendas, the barriers they encounter as individual professionals, their career opportunities, the credentialing requirements they face, and the skills they perceive as necessary for their effective performance and career advancement. Data were collected through survey research, in-depth telephone interviews, and participant observations at national professional conventions of female and male city administrators. There are seven major parts to the report. Part I examines the occupational status and personal characteristics of women in municipal management. Part II looks at the numbers and location of female municipal managers across the country, discussing regional patterns or variations. The educational credentials of municipal managers are discussed in third part of the report. In part IV the report turns to career paths and future ambitions. Part V examines on-the-job responsibilities. Linkages to elected officials are explored in part VI. Part VII focuses on the barriers that either block or temporarily sidetrack women from being recruited, hired, and promoted in municipal management and the special support systems that have evolved to help them. (RM)

ED220496 TM820509

Loadman, William E.; Cook, Desmond

Developing and Assessing Instrumentation to Reflect Perceptions and Attitudes Toward Proposal Development and Funding. Draft.

Pub Date Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Measures; Educational Finance; Educational Research; *Educational Researchers; Experience; *Financial Support; Grantsmanship; Measurement Techniques; Peer Evaluation; Program Attitudes; *Proposal Writing; Sex Differences

Identifiers-American Educational Research Association

The degree to which perceptions and attitudes about the proposal development and funding process can be assessed was studied. The study tried to determine if educational researchers had different perceptions of proposal writing, based upon the degree of experience in proposal development and peer review activities, as well as the sex of the respondent. The results of the study indicated the proposal development and funding perception scale had reasonable psychometric properties. The scale functioned well to assess perceptions toward the process. Many common statements regarding proposal development and the funding process were consistently identified as myths. However, a large number of statements were identified as truths. Perceptions differed according to sex and who had had peer review panel experience. Further research into these attitudes and perceptions is recommended. (DWH)

ED220559 UD022505

Zafirau, S. James

A Study of Attendance Issues in a Desegregating School District.

Pub Date 15 Mar 82
Note-55p.; Some tables marginally legible.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; *Academic Failure; *Average Daily Attendance; Corporal Punishment; Grade Repetition; Minority Groups; Multiple Regression Analysis; *Predictor Variables; Racial Composition; Reading Comprehension; Secondary Education; Socioeconomic Status; Suspension; Teacher Attendance; Whites

Attendance rates and selected academic and school climate indicators in 39 secondary schools in Cleveland, Ohio, were studied by ranking and grouping the schools into the top third, the middle third, and the lowest third, based on attendance rates. Compared to the group of schools with highest attendance rates, the schools composing the lowest group had significantly greater: suspension rates; percent of total F grades in English, mathematics, science, and social studies; non-promotion rates for black students; and student poverty rates. Schools in the top groups had significantly higher school-wide average reading comprehension scores. Although the differences were not statistically significant, the top group (compared to the lowest group) had lower: non-promotion rates for whites; minority-to-white reading comprehension score disparities; suspension rates; teacher absenteeism rates; and corporal punishment rates. Multiple regression analysis using the school indices as predictors of a school's average daily attendance indicated that academic indicators (those relating to achievement) are more powerful predictors than non-academic or school process indicators (teacher absenteeism, student suspension, racial composition, and poverty level). The findings suggest that the attendance problem will not be fundamentally remedied until actual academic performance is improved. (Author/MJL)

ED220099 IR010319

Angus, Beatrice E.

Appraisal of the New York State School Library System Pilot Projects.

Pub Date Dec 80

Note-102p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Coordination; Elementary Secondary Education; Interlibrary Loans; *Learning Resources Centers; Librarians; Library Automation; *Library Cooperation; *Library Networks; *Library Services; Library Surveys; Library Technical Processes; Media Specialists; *Pilot Projects; Questionnaires; School Libraries; Union Catalogs

Identifiers-Boards of Cooperative Educational Services; *New York; Services Inventories

This study evaluates the programs which have been undertaken by five school systems (the Albany-Schoharie-Schenectady Board of Cooperative Educational Services (BOCES), the Otsego County BOCES, the Syracuse City School District, the Broome-Tioga BOCES, and the Delaware-Chenango-Madison-Oswego County BOCES) to provide a basis for cooperation and sharing of school library media resources and services. Following a summary of the background of the pilot projects, a description of the sources of data for the School Library Pilot Projects survey is presented. Survey findings are then discussed with respect to four major areas: (1) membership in school library systems; (2) decision making processes in cooperative school library programs; (3) services provided by cooperative school library systems, with specific discussions of human expertise and information services; and (4) the benefits of school library cooperation. Recommendations are then made for the improvement of future attempts at networking among school libraries. A 22-item reference list accompanies the text. Appendices include a copy of the pilot project survey and its covering letter, a copy of the services inventory checklist, and data tables presenting the results of the survey and the services inventory. (JL)

Stile, Stephen W.; McDowell, Jerry

Results of an Inservice Training Program for Rural Early Childhood Special Educators.

Pub Date 2 Apr 82
Note-38p.; Paper presented at Texas Tech University Research in Action Conference (Lubbock, TX, April 2, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Programs; Delivery Systems; Higher Education; *Inservice Education; Models; *Preschool Education; *Professional Training; Program Evaluation; *Rural Areas; *Special Education
Identifiers-*Educators; New Mexico

A 3-year university-based inservice training model for personnel serving handicapped preschoolers (aged 0-5) in rural New Mexico has been comprised of seven major steps: establishment of traineeships, information dissemination/recruitment, selection of trainees, needs assessment, development of coursework, training, and evaluation. Twenty-eight trainees representing 23 of New Mexico's 32 counties have received 5 weeks of intensive didactic training and hands-on experience through the third year of the project and all have agreed to provide follow-up inservice training in their home or contiguous counties upon request. Stated criteria for six of eight outputs were obtained or surpassed during the first 22 months of the project (one output was not measured due to lack of a satisfactory observation instrument). Major problems encountered included a fixed budget coupled with rising costs, lack of follow-up activities by some former trainees, and delays brought about by faculty assignments which conflicted with the director's quarter-time project responsibilities. Project spin-offs included: recognition by various state, regional, and national groups; materials requested and supplied for field-based training purposes; and involvement of the director on a state planning task force for early childhood education of the handicapped. (BRR)

ED220410 SP020476

Social Studies. Correlation of Program of Studies and Adopted Textbooks. MET, A Title IV-C Project.

Fairfax County Public Schools, VA. Dept. of Instructional Services.

Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.

Pub Date 82

Note-104p.; For related documents, see SP 020 474-491.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Classroom Techniques; County School Districts; *Curriculum Guides; Educational Objectives; Elementary Education; Inservice Teacher Education; *Instructional Materials; Pilot Projects; *Resource Units; *Social Studies; Textbooks; Units of Study

Identifiers-*Project MET

This booklet is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). This document provides charts to guide pilot project teachers in selecting appropriate social studies lesson materials from specified textbooks and supplementary materials. Charts for each grade level specify: (1) POS social studies objectives in terms of knowledge, skills, beliefs and values, and participation; (2) chapter and page references in the textbooks' teacher's editions; and (3) suggested ideas and materials. Texts used at each grade level are: (1) Level 1, "Discovering Others" (McGraw-Hill Book Company, 1979) and "Self" (American Book Company, 1979); (2) Level 2, "Learning About People" (McGraw-Hill Book Company, 1979) and "Others" (American Book Company, 1979); (3) Level 3, "Exploring Communities" (McGraw-Hill Book Company, 1979) and "Communities" (American Book Company, 1979); (4) Level 4, "Fairfax County: A Learning Kit" (Fairfax County Public Schools, 1976) and "Land and People of Virginia" (Fairfax County Public Schools, 1979); (5) Level 5, "Scott, Foresman Social Studies" (Scott, Foresman and Company, 1979) and "Exploring Our World: The Americas" (Follett Publishing Company, 1980); and (6) Level 6, "Exploring Our World: Eastern Hemisphere" (Follett Publishing Company, 1980) and "Cultures" (American Book Company, 1979). (FG)

ED220432 SP020709

Winter, Gillian; And Others

A Child is Not a Little Adult: Modified Approaches to Sport for Australian Children.

Tasmanian Education Dept., Hobart (Australia).; Tasmanian State Schools Sports Council (Australia).

Pub Date 80

Note-157p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Athletic Coaches; *Athletics; *Children; Competition; *Developmental Stages; Elementary Education; Foreign Countries; Individual Development; Injuries; Motor Development; Parent Attitudes; *Physical Characteristics; Physical Education; Psychomotor Skills; Sex Bias; Skill Development; Social Development; *Standards

Identifiers-*Australia

This publication reports on competitive sports played by 6 to 12 year old children in Australia. The information in this two-part report is directed toward teachers, coaches, and parents. Part I, "Modified Approaches to Junior Sport," provides discussion of aspects of physical, social, and emotional development associated with children playing adult sports, the role of parents and coaches, the implications of sexism and competition, and the advantages of modifying sports for children. Part II of the report contains a directory, of individual sports, that can be used as a reference as to rules and developments in the individual sports: archery; little athletics; Australian football; badminton; baseball; basketball; bowls; boxing; canoeing; cricket; croquet; cycling; fencing; golf; gymnastics; court handball; team handball; hockey; judo; karate; karting; lacrosse; life saving; netball; orienteering; racquetball; roller skating; rowing; rugby; snow skiing; soccer; softball; squash; swimming; tennis; trampoline; vigoro; volleyball; water skiing; wrestling; and yachting. Reports on the individual athletic activities evaluate existing conditions and discuss possible changes within the particular sport. (JD)

ED220453 SP020835

Garrett, George W.
Teacher Perception of Selected Factors Affecting Teaching Success.
East Texas School Study Council, Commerce.
Pub Date 78
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education; Interpersonal Competence; *Locus of Control; *Performance Factors; Student Teacher Relationship; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Background; Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teaching Skills

A study sought to determine how various groups of teachers rated selected factors in teaching success. A review of literature on the topic indicated that both non-teacher-controlled factors and teacher-controlled factors were important to teaching success. A survey was conducted to collect data from teachers in 64 elementary and secondary schools that were part of the East Texas School Study Council. This survey questionnaire obtained demographic information and also contained 20 statements, 10 of which were classified as factors of the teaching situation and 10 which were classified as personal factors relating to the teacher. It was found that teachers uniformly regarded the major personal traits of knowledge, perceptions, beliefs, and enthusiasm as the most important success factors. Nine of the ten most highly rated factors were teacher-controlled. The major administrative functions of facilities provided, administrative support, school discipline, and capable administration were uniformly regarded as at least moderately important, with administrative support considered extremely important to teaching success. Situational determinants such as professional activity, luck, school of education attended, socioeconomic community, and academic talent of students were uniformly perceived as being only slightly or very slightly important to teaching success. These findings produced eight recommendations offered for school administrators, staff developers, and teacher education institutions. (JD)

ED220540 TM820571

Miller, M. David

Test Construction Techniques for Building More Sensitive Indicators of Between-Group Differences.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CSE-R-174
Pub Date 81
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests; Correlation; Group Behavior; *Group Testing; *Item Analysis; *Norm Referenced Tests; Program Evaluation; *Test Construction; Test Items
Identifiers-*Between Group Differences; Intraclass Correlation; *Test Sensitivity; Unit of Analysis Problems

Techniques for maximizing discrimination between groups in norm referenced measurement to reflect sensitivity to group differences inherent in the evaluation of multilevel educational systems are discussed. Data from the Beginning Teacher Evaluation Study (BTES) were used to examine relationships between reading and mathematics achievement and instructional variables. Intraclass correlation, correlations of class means on items and on total scale, and correlations of class means on items and on alloted time in instruction were used as item selection techniques to form subscales of the fraction test of the BTES. By constructing the subscales on the basis of the between-class relationship of the items to instruction, the sensitivity of the scale to between-class differences in instruction was found to increase and the sensitivity to the same two variables within class decreased. These results indicate the usefulness of selecting items on the basis of their relationship to the variable of interest. (Author/CM)

ED220076 IR010289

Kaungamno, E. E.

Information for Agricultural Development.

Tanzania Library Service, Dar es Salaam.

Pub Date Mar 79

Note-35p.; Paper presented at the Agricultural Research Workshop (Arusha, Tanzania, February 26, 1979-March 3, 1979). For related documents, see IR 010 295, IR 010 297-298, and IR 010 306. Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agriculture; *Databases; *Developing Nations; Foreign Countries; Information Dissemination; Information Needs; *Information Services; Information Systems; International Programs; *Library Role; Periodicals; Research Projects; Rural Development

Identifiers-Scientific and Technical Information; *Tanzania

This paper describes the major international agricultural information services, sources, and systems; outlines the existing information situation in Tanzania as it relates to problems of agricultural development; and reviews the improvements in information provision resources required to support the process of agricultural development in Tanzania. The types of information systems and services discussed include the Food and Agricultural Organization's (FAO) AGRIS and CARIS databases, the Commonwealth Agricultural Bureaux (CAB), a number of smaller international organizations, the U.S. National Technical Information Service (NTIS), and the U.S. National Agricultural Library. Local sources of research information in Tanzania are outlined, the need for an East African input center for AGRIS and the role of libraries in agricultural research are reviewed, and the need for a strengthening of national and international research and information infrastructures is discussed in detail. A 27-item reference list, a list of journals available from CAB, and a checklist on information infrastructure are included. (JL)

ED220121 JC820348

Knoell, Dorothy M.

Articulation with Secondary, Postsecondary and Higher Education: One Look at the Statewide Longitudinal Study.

Pub Date [82]
Note-22p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917). For other papers in the review series, see JC 820 347-356.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Education); *Attendance Patterns; *College Transfer Students; *Community Colleges; *Educational Trends; High School Students; Longitudinal Studies; Postsecondary Education; Secondary Education; State Surveys; State Universities; *Student Characteristics; Two Year College Students
Identifiers-*California; *Statewide Longitudinal Study CA

Implications of the California Statewide Longitudinal Study (SLS) of community college students are discussed with respect to articulation between secondary, postsecondary, and higher education. After a discussion of student transfer to and from community colleges and an outline of the scope of the paper, a number of issues and problems concerning the role of the colleges are raised, including the deemphasis of articulation with high schools, the decline in student transfers to 4-year colleges, criticisms of the transfer function, and the locus of responsibility for identifying and counseling transfer students. In the next sections, SLS findings are outlined and their implications discussed with respect to: (1) articulation between secondary schools and community colleges in terms of age, attendance patterns, and student objectives; (2) articulation between the community colleges and 4-year colleges with regard to transfer student prototypes by age, previous education, and enrollment patterns; and (3) students' transfer plans in terms of institutions. The final sections summarize the implications drawn from the data and confirm the existence of a significant flow of students from high schools to community colleges and of strong transfer student prototypes; that the major flow of students from community colleges is to the state university; and that most students expect to be enrolled for more than 2 years in the community colleges. (HB)

ED220139 JC820393

Parnell, Dale

Some Tough Questions about Community Colleges. AACJC Pocket Reader, 3.

American Association of Community and Junior Colleges, Washington, D.C.
Report No-ISBN-0-87117-119-8
Pub Date 82
Note-23p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, DC 20036 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Programs; College Role; *Community Colleges; Degrees (Academic); Educational Finance; Educational History; Financial Support; Minority Groups; Student Attrition; Student Educational Objectives; *Two Year Colleges; *Two Year College Students

Using a question-and-answer format, this booklet addresses eleven of the most frequently posed questions about community, technical, and junior colleges and attempts to allay misunderstandings about the nature and role of these institutions. The questions cover the distinctions between the different types of 2-year college; their history and missions; programs and degrees offered; instructional orientation; clientele; student goals; the extent of minority student participation; reasons for student attrition; sources of financial support; and the continued expansion of the colleges. The answers provided emphasize the variety of community college programs; the base of the colleges in the community; the expansion of the colleges since the late 1950s; the distinctive role of community colleges in contrast to 4-year institutions; their role in providing lifelong learning and accessible, low-cost education; the areas in which degrees and certificates are offered; the commitment of faculty to teaching rather than research; the variety of students attending the colleges and the diversity of their goals; the growth in minority enrollments; the significant impact of the colleges on the economy; and the important role of community colleges in providing occupational education to two-thirds of all postsecondary occupational education students and the significant position of vocational education within the college curriculum. (HB)

ED220199 PS013000

Aylward, Doreen M.

Pragmatics of the Certification/Credentialing Process for Child Care Workers.

Pub Date Dec 81

Note-14p.; Filmed from best available copy. Credential forms have been omitted due to marginal legibility. Paper presented at the Conference-Research Sequence in Child Care Education (Pittsburgh, PA, December 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification; *Child Caregivers; Early Childhood Education; Guidelines; Program Descriptions; *Program Development; *Program Implementation; *Statewide Planning

Identifiers-*Association of Child Care Workers Inc; *New York

The experience of the New York Association of Child Care Workers (ACCW) in implementing and further developing over a 4-year period a statewide program for certifying child caregivers is described in this paper. The certification program is discussed in three sections. After the first section's brief introductory statement, the second section, entitled "What To Do," lists actions taken to build the certification program. These actions are classified according to three phases of program development: "grandfathering" (or original certification at the level of baseline criteria), undertaken from 1976 to 1978; upgrading (raising requirements for certification), conducted during 1978 to 1979; and developing (involving issues such as provisional certification and inter-state reciprocity), undertaken from 1980 to 1981. In the third section, entitled "How To Do It," program development activities related to each of the three phases are described. Topics discussed include, among others, fees, deadlines for application, ethics, recognition of approved candidates, examinations, recertification, provisional certification, and national standards. Related materials, such as a list of the ACCW's certification requirements and an application for certification, are appended. (RH)

ED22024 RC013551

Dunkelberger, John E.; And Others

Higher Education In Agriculture: Students at Southern Land-Grant Universities. Southern Cooperative Series Bulletin 270.

Auburn Univ., Ala. Agricultural Experiment Station.

Spons Agency-Agricultural Research Service (DOA), Washington, D.C.

Pub Date Jul 82

Note-48p.; Paper copy not available due to small print size. Contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Education; Blacks; *College Students; Educational Background; Family Characteristics; Family Influence; Females; Higher Education; *Land Grant Universities; Majors (Students); Occupational Aspiration; *Profiles; Rural Youth; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Urban Youth; Work Experience

Identifiers-*United States (South)

Students from 24 southern 1862 and 1890 land-grant universities were mailed questionnaires focusing on 5 topics of concern to persons in agricultural education administration, teaching, and counseling--family and personal backgrounds, high school and college experiences, work and employment experiences, personal goals (aspirations), and attitudes toward selected issues related to agriculture and agricultural occupations. A return rate of 60% from 1890 schools and 74% from 1862 schools provided a sample of 3,178 students, of whom 27.2% were female, 5.3% were black, 13.7% were married, 58% were juniors and seniors, 44.1% were oldest-youngest-only child, 62.8% grew up on a farm or in a rural area smaller than 10,000 population, and 14.1% came from a city 500,000 or larger. Almost all the students had been employed in a part-time or full-time job which was agricultural but nonfarm in nature. Sixty-five percent of the students were influenced in their choice of an agricultural major by family members. The virtually universal reason for choosing an agricultural major was to prepare for a career. That agricultural students are considerably different from their predecessors of a generation ago was vividly portrayed by the sizeable proportions of women and urban students, and the increased number of black students. (BRR)

ED220259 RC013570

Peng, Samuel S.

Hispanic Students in American High Schools: Background Characteristics and Achievement. National Center for Education Statistics Bulletin.

National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-228b

Pub Date Jul 82

Note-14p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-0135-7, $5.50).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Academic Aspiration; Comparative Analysis; Cubans; Grade 10; High Schools; High School Seniors; *High School Students; *Hispanic Americans; *Language Usage; Latin Americans; Longitudinal Studies; Mexican Americans; Puerto Ricans; Relevance (Information Retrieval); Reliability; Socioeconomic Status

Identifiers-High School and Beyond (NCES); *Hispanic American Achievement

Based on data from the High School and Beyond Study, a longitudinal study of high school sophomores and seniors, this report summarizes some of the study's findings on the differences between Hispanics and non-Hispanic blacks and whites in school delay, aspirations, test scores, language usage, and socioeconomic status. Tabular data indicate that: Cubans and other Latin Americans had higher incomes than non-Hispanic blacks, Puerto Ricans and Mexican Americans; over 56%

Puerto Rican and 50% Mexican American seniors and 52% Mexican American and 45% Puerto Rican sophomores reported their fathers had not finished high school; Spanish was the dominant or sole household language for 17% other Latin American, 40% Cuban, 32% Mexican American, and 48% Puerto Rican seniors and for 61% Cuban, 55% Puerto Rican, and about 14% other Latin American sophomores; Hispanics, except Cubans, had lower educational apirations than non-Hispanic blacks or whites; average scores on mathematics, reading, and vocabulary tests were lower for Hispanic subgroups than for non-Hispanic whites; proficiency in English and in Spanish and family socioeconomic status were positively related to mathematics and reading scores, while frequency of Spanish language usage was negatively related to these scores. Data reliability is discussed. (NQA)

ED220279 SE038804

Davis, Robert B.; And Others

The Roles of "Understanding" in the Learning of Mathematics. Part II of the Final Report.

Illinois Univ., Urbana. Curriculum Lab.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-NSF/SED-82008
Pub Date Apr 82
Grant-NSF-SED-79-12740
Note-148p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cognitive Processes; Educational Research; Elementary Secondary Education; Higher Education; *Interviews; *Learning Processes; Learning Theories; *Mathematics Education; *Mathematics Instruction; Teaching Methods
Identifiers-*Mathematics Education Research

It is noted that it has long seemed possible to teach mathematics in two distinct ways: (1) learning with understanding, and (2) learning without understanding. The study discussed was designed to ascertain what might be lost if "understanding" was eliminated from instruction, as compared to teaching in which the "understanding" of students was emphasized. An experimental approach was not used in this investigation. Instead, a range of pupils were observed from third grade to calculus students, with episodes identified and categorized that seemed to indicate either a presence or lack of understanding in some particular form. Further, identified behaviors were related to some basic conceptualizations of human information processing that have emerged from recent "cognitive science" studies. (MP)

ED220391 SO014247

Turner, Mary Jane; And Others

Law-Related Education Evaluation Project, Final Report. Phase II, Year 1.

Center for Action Research, Inc., Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Dec 81

Grant-79-JN-AX-0036

Note-73p.; Some charts containing small print are marginally legible.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attendance; Delinquency; *Delinquent Behavior; Discipline Problems; Elementary Secondary Education; *Knowledge Level; *Legal Education; Peer Relationship; Program Evaluation; Skill Development; *Student Attitudes

The impact of six elementary and secondary law related education (LRE) projects on students' knowledge, attitudes, and behavior is examined. Other effects of LRE examined included possible effects on student skills, classroom attendance, discipline, relations with students, school-community interaction, and treatment of youthful offenders by juvenile justice system personnel. Teachers' use of LRE materials and strategies was also examined. Evaluated were the following six projects: (1) the American Bar Association's Special Committee on Youth Education for Citizenship; (2) the Children's Legal Rights Information and Training Program; (3) the Constitutional Rights Foundation; (4) Law in a Free Society; (5) the National Street Law Institute; and (6) the Phi Alpha Delta Law Fraternity International. Of the more than 75 sites at which at least one of the projects was conducting activities, 19 were chosen for intensive data collection. Research methodology included interviews, survey questionnaires, and direct classroom observation. Overall findings showed that when legal education is implemented in accordance with prescriptions for the development of sound LRE programming, the classroom learning experience favorably affects factors which are directly related to socially approved behavior: commitment, attachment, involvement, belief in the moral validity of social rules, equality of opportunity, and positive labeling. One limitation of the research was the small sample population. The appendix contains a brief description of each project's goals and major features. (RM)

ED220474 TM820369

Kolen, Michael J.; Hoover, H. D.

The Reliability of Selected Item Bias Procedures.

Pub Date Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests; Black Students; *Elementary School Students; Females; *Grade 5; Latent Trait Theory; Males; Racial Differences; *Reliability; Sex Differences; *Test Bias; *Test Items; White Students

Identifiers-*Iowa Tests of Basic Skills

The reliabilities of 6 item bias indices and correlations among them were investigated for each of the 11 tests of the Iowa Tests of Basic Skills (ITBS). The difficulty and delta indices detected group differences in relative item difficulty. Biserial and point biserial indices detected group differences in item discrimination. The Scheuneman and three-parameter indices detected differences in relative item difficulty by score level and latent ability level, respectively. The sample group consisted of 800 fifth grade students evenly divided between black and white, male and female students, thus examining racial and sexual bias. The results indicated the item bias indices investigated were unreliable when based on sample sizes of 200 minority and 200 majority examinees. The instability of the indices may have resulted from the fact that very few, if any, biased items are included in the ITBS. The study suggested that the use of item bias indices to screen achievement test items could not be expected to lead to consistent decisions about which items are biased with small sample sizes. (DWH)

ED220519 TM820537

Benson, Jeri; And Others

Effects of Item Phrasing on the Factorial Invariance of Attitude Measures in Elementary School Children.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Measures; Factor Analysis; *Factor Structure; Intermediate Grades; Item Analysis; *Response Style (Tests); Student Reaction; *Test Format; Test Interpretation; *Test Validity

Identifiers-*Likert Scales; *Phrasing

An empirical comparison of the validity of three Likert-type attitude scales measuring fourth to sixth grade students' attitudes toward school integration was conducted. The content-parallel forms differed only in terms of item phrasing and were composed of either all positive, all negative or a mix of items. Different factor solutions underlying the scales were hypothesized for the All-Positive, All-Negative and Mixed Forms. The different structures were compared statistically using the LISREL program to determine whether elementary children respond differently to positive and negative phrasing and to examine the utility of alternating item phrasing to enhance validity. Results indicated that the subjects responded differently to the same phrase stated positively and negatively, implying that the technique of balancing item phrasing to control response sets is not effective for younger children. (Author/CM)

ED220159 JC820416

Forrester, Glen C.; And Others

A Profile Study of Students Entering Career/Technical Programs in the British Columbia Community Colleges and Institutes: Technical Report #5-04-982.

British Columbia Research Council, Vancouver.

Spons Agency-Academic Council of British Columbia, Victoria.; British Columbia Dept. of Education, Victoria. Program Services Div.

Pub Date Feb 82

Note-189p.; For a related document, see JC 820 417. Colored pages may not reproduce clearly.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Students; Community Colleges; Educational Background; Education Work Relationship; Employment Experience; Family Characteristics; Females; Lifelong Learning; Males; State Surveys; *Student Characteristics; *Student Educational Objectives; Technical Education; Technical Institutes; Two Year Colleges; *Two Year College Students; *Vocational Education

Identifiers-*British Columbia

As the first phase of a longitudinal study, a survey was conducted in 1981 to establish a profile of students enrolled in career-technical programs at the community colleges and technical institutes in British Columbia. Information was sought regarding demographic characteristics; students' educational, experience, and employment backgrounds; educational objectives; and immediate and long-range career and educational plans. Responses were obtained from a total of 8,500 students, representing 65% of those entering career-technical programs at the community colleges and 46% of those entering the technical institutes. The study report details: (1) study objectives; (2) methodology, including data collection and analysis techniques; (3) overall population characteristics and characteristics by institution and by discipline cluster; (4) observations relating to demographics, previous education and employment, objectives in enrolling, influences on program and institution choice, and career/educational plans; and (5) implications concerning students, institutional role, geographic mobility, socioeconomic and educational characteristics, current and future career and educational objectives, and the role of the Open Learning Institute. Appendices include the questionnaire, responses by institution, program listings, and verbatim comments. Data tables are provided throughout the report. (KL)

ED220315 SE039077

Bernstein-Sidney, Ethel

Play Area Design and Use - USMES Teacher Resource Book. Third Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-017-3
Pub Date 76
Grant-SED-69-01071
Note-228p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Design Requirements; Educational Facilities Improvement; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Playground Activities; *Playgrounds; *Problem Solving; Process Education; Resource Materials; School Safety; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

Promoting changes to improve the design or use of a school's play area is the challenge of this Unified Sciences and Mathematics for Elementary Schools (USMES) unit. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of play area design and use problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from kindergarten and grades 5 and 4/6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220331   SE039093

Agro, Sally; And Others

Measuring. USMES Beginning "How To" Set.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-029-7
Pub Date 77
Grant-SED-69-01071
Note-45p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Elementary School Mathematics; *Elementary School Science; Instructional Materials; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Measurement; *Measurement Equipment; Primary Education; *Problem Solving; Process Education;

Science Course Improvement Projects; Science Education; Social Studies; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of five booklets on measuring, primary grade students learn how to use a stopwatch, choose the correct tool to measure distance, use a trundle wheel, make a scale drawing, and find the speed of things. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. Cover pages summarize what is being taught by illustrating the general problem and solution. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220351 SO014104

Schine, Joan; And Others
New Roles for Early Adolescents in Schools and Communities.
National Commission on Resources for Youth, Inc., New York, N.Y.
Spons Agency-Babcock (Mary Reynolds) Foundation, Inc., Winston-Salem, N.C.
Pub Date 81
Note-60p.; Photographs may not reproduce clearly.
Available from-National Commission on Resources for Youth, Inc., 36 West 44th St., New York, NY 10036 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents; Career Education; Case Studies; *Community Involvement; Human Resources; Intermediate Grades; Local History; Peer Teaching; Problem Solving; *Program Development; *Program Implementation; School Community Programs; *School Involvement;

Science Education; Secondary Education; Student Participation; United States Government (Course)

This booklet is intended to stimulate new interest in the need of young adolescents to take on meaningful roles and to help planners and practitioneers to translate that interest into youth participation programs. There are three major sections. Section I examines the special needs and characteristics of youth in the 10 to 14 age group. Discussed is how youth participation programs can offer almost endless possibilities for meeting the specific needs of early adolescence. The role of the adult leader in facilitating programs is also examined. To provide ideas and examples for those wanting to start their own youth participation programs, section II presents five case studies: a Community Service and Career Exploration Program in Shoreham, New York; a Peer Tutoring Program in Indianapolis, Indiana; a GUTS (Government Understanding for Today's Students) program in Bronx, New York; a Cooperative Science Education Program in New York City; and a Junior Historian Club in Ahoskie, North Carolina. Implementation is the focus of section III. Discussed are program components, practical guidelines for starting a program, the role of the adult facilitator, and tips for working with community resource people. Recommendations from a practitioner are also presented. Appendices contain brief sketches of additional programs, the addresses and contact people for the programs described in section II, a bibliography of resources, and a listing of the publications of the National Commission on Resources for Youth. (RM)

ED220371 SO014224

Social Studies K-12 Interim Guide.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-030-7
Pub Date 81
Note-98p.; For related documents, see SO 014 225-232.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Role; Comparative Education; Educational Objectives; Elementary Secondary Education; Family Relationship; Global Approach; Human Geography; Individual Development; Modern History; North American History; Physical Environment; Political Divisions (Geographic); Self Concept; Social History; *Social Studies; Student Evaluation; Student Needs; Units of Study; World Affairs; World Geography
Identifiers-*Canada

This guide, the first in a series of eight, provides an outline and overview of the K-12 social studies curriculum of Manitoba, Canada. The first part of the guide presents brief sections on the rationale, selection of content, evaluation, time allotment within the program, and scope and sequence. The bulk of the guide contains abstracts of individual guides for grades K-9 and an overview statement outlining the direction of the program for grades 10-12. Within each K-9 abstract, there is a grade overview stating the major purposes to be explored. The units to be covered are then listed with an outline giving topics, questions, and objectives for each unit. The focus of the social studies curriculum is: grades K-6, the needs and interdependence of individual students, their families, and their communities, and a comparison of the life within the students' own community with that of another Manitoba community, a Canadian community, and several world communities; grade 7, a geographic orientation to the world today; grade 8, an historical orientation to the way people lived through the ages; grade 9, the Canadian society in which the student lives; grade 10, a geographic perspective of North America; grade 11, a historical perspective of Canada; and grade 12, world issues. A checklist of skills K-12 and a bibliography is included in the appendices. (Author/NE)

Green, Bert F.; And Others
Evaluation Plan for the Computerized Adaptive Vocational Aptitude Battery.
Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No-ONR-RR-82-1
Pub Date 15 May 82
Contract No-N00014-80-K-304
Note-103p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Aptitude Tests; *Armed Forces; *Computer Assisted Testing; *Evaluation Methods; Formative Evaluation; Latent Trait Theory; Personnel Evaluation; *Personnel Selection; Testing; *Vocational Aptitude
Identifiers-*Armed Services Vocational Aptitude Battery

The United States Armed Services are planning to introduce computerized adaptive testing (CAT) into the Armed Services Vocational Aptitude Battery (ASVAB), which is a major part of the present personnel assessment procedures. Adaptive testing will improve efficiency greatly by assessing each candidate's answers as the test progresses and posing items most appropriate for that candidate, thus avoiding items that are too easy or too hard. Computer presentation, recording, and scoring of the ASVAB will improve test security. This report provides a plan for evaluating proposed procedures for implementing the CAT version of the ASVAB and suggests methods to be used, if CAT is adopted, for checking the utility and operational characteristics of the actual implementation. The report proposes evaluation of item content, dimensionality, reliability, validity, item calibration, item selection and scoring, score equations, and human factors. Some special problems include omits, speeded tests, and item bias. Suggestions are also made for exploring ways of taking advantage of the computerized presentation to get better information from future versions of the ASVAB. (Author)

ED220560 UD022506

Huling, Leslie L.

Interactive Research and Development in Low Income Minority Schools.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Mar 82

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Available from-Research and Development Center for Teacher Education, University of Texas, Education Annex 3.203, Austin, TX 78712 ($2.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Action Research; *Classroom Research; College School Cooperation; Elementary Secondary Education; *Inservice Teacher Education; Professional Development; *Program Effectiveness; Program Evaluation; *Research Skills; Research Utilization; *Teacher Attitudes; *Team Training

Identifiers-Texas (Lubbock)

In 1980, the Texas Tech University Teacher Corps offered a professional development program for elementary and secondary school teachers in Lubbock, Texas designed to help teachers gain new research knowledge and skills. The program was patterned after the Interactive Research and Development model, a strategy providing research experience through collaborative teamwork by teachers, researchers, and staff development personnel on a chosen research problem. Thirteen teachers participated in the project, and teams consisting of one to three teachers, a researcher, and a staff developer, were formed. After initial training for teachers, each team selected a research question, conducted a research project using appropriate methodology and design, and formulated a plan to disseminate research findings. The program was evaluated by subjecting the teacher participants and a control group to questionnaires and interviews. Evaluation results showed that, compared to the control group, teacher participants demonstrated greater changes in concerns about the use of research (as measured by an instrument indicating development in the type/intensity of concern with an innovation and significantly higher research/development skills, but did not show significantly higher interest in professional development. Participants also demonstrated positive attitudes toward the use of research in teaching. (Author/MJL)

ED220100 IR010320

Leonhardt, Thomas W.

Approval Plans in ARL Libraries. Kit 83.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date Apr 82

Note-121p.

Available from-ARL:OMS, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($15.00, prepaid; $7.50 for ARL members).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Books; *College Libraries; Evaluation Criteria; Guidelines; *Library Acquisition; Library Collections; Library Material Selection; Library Surveys; Publications; *Purchasing; Questionnaires; *Research Libraries

Identifiers-*Approval Plans; Association of Research Libraries; *Vendors

Materials in this collection were submitted by respondents to a survey which sought specific data on the numbers and types of approval plans in Association of Research Libraries (ARL) libraries, whether such plans are meeting expectations, their relative importance in the library, who makes the key decisions, and the kind of thought and study that preceded adoption, rejection, or alteration of an approval plan. Included are a copy of the survey questionnaire with a tally of responses from 101 libraries; a list of vendors that sell materials to libraries on an approval basis; questions and statements of criteria for evaluating vendors of approval plans from the University of Cincinnati, Brown University, and Stanford University; analyses, studies, and statistics on approval plans proposed or in use at Brown University, Texas A & M University, the University of Texas at Austin, Temple University, the University of Michigan, Michigan State, and Stanford University; and general comments, program descriptions, and guidelines relating to approval plans from the University of Toronto, Dartmouth College, the University of Virginia, Queens University, Florida State University, the University of Miami, the University of Michigan, Northwestern University, Ohio State, and the University of North Carolina. (JL)

ED220178 PS012875

Goodnow, Jacqueline J.; Burns, Ailsa

Factors Affecting Policies in Early Childhood Education: An Australian Case.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date [82]

Grant-400-78-0008

Note-34p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, 1982, Lilian G. Katz, Editor.

Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advocacy; *Current Events; *Early Childhood Education; *Federal Regulation; Foreign Countries; Government Role; History; *Political Issues; *Public Policy; *Social Change

Identifiers-Australia; *Ideology; Interest Groups

People working in the area of early childhood, either as practitioners or as advocates, are often faced with the task of trying to make sense of federal and state policies. Adopting the approach that an historical perspective is necessary in order to understand the social context in which change or attempted change occurs, this paper presents a history of Australian events to illustrate variations in policies for young children and to sort out some of the factors that lie behind these variations. It is proposed that two factors contribute to such variations: one such factor has been termed "ideologies," describing the values people adopt, the categories within which they think, and the kinds of evidence or argument they find convincing. The second factor has been termed "the resources of interested parties," referring to the facilities available to the people seeking change or to the people who need to be persuaded. Four specific historical events which occurred in Australia during the 1970s illustrate these two factors; further conditions affecting the making and unmaking of policy are discussed. (MP)

Foshee, Jane E.

Parlier High School P.A.S.S. Program (Portable Assisted Study Sequence) Year-End Report, 1980-81.

Parlier Unified School District, Calif.; Quantum Research and Evaluation, Dinuba, CA.
Spons Agency-California State Dept. of Education, Los Angeles.
Pub Date [81]
Note-103p.; For related documents, see ED 176 934, ED 175 589, and RC 013 517.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Budgets; *Correspondence Study; Credits; Curriculum Development; Dropout Prevention; Enrollment; High School Students; Material Development; *Migrant Education; *Migrant Programs; *Program Administration; Program Content; *Program Effectiveness; Program Evaluation; Secondary Education
Identifiers-*California; *Portable Assisted Study Sequence Program

The Portable Assisted Study Sequence (PASS) Program, designed to provide correspondence course work whereby high school migrant students throughout California may earn credits leading toward completion of their graduation requirements, was evaluated using the following items selected by project staff request, funding guidelines, and consultant recommendations: policy formation, organizational design, administrative support, team development, research and development, organizational effectiveness, public affairs, acquisition and development of materials, instructional program, and the budget. Evaluation data were obtained via observations at program sites and responses to specific evaluation questions. Structured interviews were conducted to determine the satisfaction level of consumer districts regarding the PASS operation. Participants were asked to respond to questions regarding adequacy of PASS training, communication with program personnel, opinions on PASS continuation and local district support, and PASS management. Evaluation results indicated that overall the program was functioning effectively. Concerns included the need for more college prep classes for migrant students, course content at varied reading levels to facilitate multiple student entry levels, and more courses translated into Spanish for limited-English speakers. This report includes a program overview, responses to 1979-80 recommendations, responses to questions regarding the program's management and process operations, district consumer responses, enrollment and credit data, and regional utilization. (NQA)

Sica, Morris G.

Blind Persons Report Critical Incidents of Science and Mathematics Instruction.

California State Univ., Fullerton.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 31 May 82
Grant-NSF/SED-82010; SED-79-20597
Note-97p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Blindness; College Mathematics; College Science; *Critical Incidents Method; Demography; Higher Education; Interviews; Mathematics Education; *Mathematics Instruction; Science Education; *Science Instruction; Student Attitudes; Student Characteristics; *Teacher Behavior; Teacher Characteristics; *Teaching Methods
Identifiers-National Science Foundation

This project identified over 500 critical incidents of successful and unsuccessful instruction in science and mathematics courses reported through interviews of 105 blind college students. The principal categories of effective teacher behavior included planned concrete learning experiences, creative use of learning materials, and detailed descriptions/instructions. Principal consequences of effective teacher behaviors included cognitive learning and emotional satisfaction with the learning process. Reasons for positive perception of the learning process included being provided with access to information, enhanced motivation/interest, social interaction, and flexible time allotments. Ineffective teacher behaviors included absense of detailed directions/explanations, lack of planned concrete learning experiences, and inappropriate materials, resulting in reduced learning and dissatisfaction with the learning process due to lack of access to information and reduced interest/motivation. Students indicated that although they believe the teacher is the key factor in instruction, they themselves must accept responsibility for improving their own learning. Demographic analysis revealed the existence of a pool of blind students who might pursue studies in science, but who avoid mathematics. These critical incidents may be used to improve instructional practices to help blind students progress in science and mathematics courses at the post-secondary level. (Author/JN)

ED220300 SE039062

Bussey, Margery Koo

Bicycle Transportation - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-002-5

Pub Date 76

Grant-SED-69-01071

Note-264p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Transportation; *Unified Studies Curriculum

Identifiers-*Bicycles; National Science Foundation; *Unified Science Mathematics for Elementary Schools

Finding ways to make bicycle riding a safe and convenient way to travel is the challenge of this Unified Sciences and Mathematics for Elementary Schools (USMES) unit. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of bicycle transportation problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 2/3 and 4/6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with bicycle transportation investigations. (JN)

ED220411 SP020477

Language Arts. Correlation of Program of Studies and Adopted Textbooks. MET, A Title IV-C Project.

Fairfax County Public Schools, VA. Dept. of Instructional Services.

Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.

Pub Date 82

Note-212p.; For related documents, see SP 020 474-491.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Classroom Techniques; County School Districts; *Curriculum Guides; Educational Objectives; Elementary Education; English Curriculum; Inservice Teacher Education; *Instructional Materials; *Language Arts; Pilot Projects; *Resource Units; Self Expression; Textbooks

Identifiers-*Project MET

This booklet is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). This document provides charts to guide pilot project teachers in selecting appropriate language arts lesson materials from specified textbooks and supplementary materials. Charts for each grade level specify: (1) POS language arts objectives in terms of knowledge, skills, beliefs and values, and participation; (2) chapter and page references in the textbooks' teacher's editions; and (3) suggested ideas and materials. Texts used in each grade level are: (1) Level 1, "Ginn Language 1" (Ginn and Company, 1979), "Let's Talk, Listen and Write" (Harcourt, Brace, 1978), and "Using Our Language" (Bowmar/Noble, 1977); (2) Level 2, "Ginn Language 2" (Ginn and Company, 1979), "Language for Daily Use" (Harcourt, Brace, 1978), and "Using Our Language" (Bowmar/Noble, 1977); (3) Level 3, "Ginn Language 3" (Ginn and Company, 1979) and "Language for Daily Use" (Harcourt, Brace, 1978); (4) Level 4, "Ginn Language 4" (Ginn and Company, 1979) and "Language for Daily Use" (Harcourt, Brace, 1978); (5) Level 5, "Ginn Language 5" (Ginn and Company, 1979) and "Language for Daily Use" (Harcourt, Brace, 1978); and (6) Level 6, "Ginn Language 6" (Ginn and Company, 1979) and "Language for Daily Use" (Harcourt, Brace, 1978). (FG)

ED220433 SP020716

Laman, Archie E.; Reeves, Dorothy E.

A Survey of Criteria for Admitting Students to Teacher Education Programs.

Pub Date Jun 82
Note-68p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Ability; *Academic Standards; *Admission Criteria; Comparative Analysis; Educational Trends; *Enrollment Trends; Grade Point Average; Higher Education; *Policy Formation; Preservice Teacher Education; *Schools of Education; Student Recruitment; *Teacher Education Programs; Teacher Qualifications; Testing

The purpose of this study was to determine the status of teacher admissions in institutions which are members of the American Association of Colleges for Teacher Education. A concomitant purpose was to determine, by comparison with a national study in 1972 on the same topic, emerging trends in teacher education. A questionnaire that was similar, in most respects, to the instrument used in the 1972 study invited responses, both structured and unstructured, from teacher training personnel in each institution. Replies from 121 institutions were studied. Information was sought about: (1) methods of admitting students to teacher education programs; (2) criteria used in admitting students to teacher education programs; (3) admission criteria for teacher education programs that students most often failed; (4) use of grade point averages in admitting students; (5) use of quotas in admitting students to teacher education programs; (6) initiatives being taken to change practices and policies of admitting students to teacher education programs; (7) number of students admitted to teacher education programs; and (8) recruitment efforts for highly qualified candidates for admission to teacher education programs. A summary of the significant findings pertaining to these topics is presented in both tabular and narrative form. An analysis is given of the data from each topic, and a commentary on the findings includes comparisons between the 1972 and 1981 studies. (JD)

ED220454 SP020836

Frankel, Stuart; And Others

A Curriculum Resource for Junior High Coeducational Physical Education.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date 82

Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Ability Grouping; *Athletics; *Coeducation; Developmental Stages; Equal Education; Games; *Junior High Schools; *Physical Education; Sex Differences; *Sex Fairness; Student Characteristics; Teamwork

The purpose of this guide is to assist junior high physical education teachers to plan coeducational physical education classes in grades seven through nine as mandated by Title IX. A brief outline is presented of the physiological and psychological characteristics of junior high school students and how consideration of these factors may be used in grouping for coeducational physical education. The activities section of this resource guide is divided into four categories: (1) team sports; (2) individual and dual sports; (3) games; and (4) health and appearance. Within each category, recommendations are made for coeducational groupings. Also included are descriptions of modified games. (JD)

ED220475 TM820409

Angoff, William H.; Schrader, William B.

A Study of Hypotheses Basic to the Use of Rights and Formula Scores. Phase I--Based on Experimental Administration of College Board Tests [and] Phase II--Based on Operational Administration of the GMAT.

Pub Date 20 Mar 82

Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). Some tables in handouts are marginally legible due to small print.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comparative Analysis; Equated Scores; *Guessing (Tests); Higher Education; Response Style (Tests); *Scoring Formulas; Secondary Education; *Testing Problems; *Test Items; *Test Theory

Identifiers-Graduate Management Admission Test; Invariance Principle; *Rights and Formula Scoring; Scholastic Aptitude Test

In a study to determine whether a shift from Formula scoring to Rights scoring can be made without causing a discontinuity in the test scale, the analysis of special administrations of the Scholastic Aptitude Test and Chemistry Achievement Test and the variable section of an operational form of the Graduate Management Admission Test (GMAT) is discussed. Rights scoring counts correct test items, and Formula scoring involves a penalty for wrong responses. In the two study phases an Invariance Hypothesis was supported that Formula scores are invariant with respect to directions for guessing, indicating its usefulness in equating scores during the period when changed directions are instituted. The effects on examinee behavior of changes in scoring and guessing strategies for scoring consistency are discussed. In the experimental phase the Invariant Hypothesis and a Differential Effects Hypothesis which implies a disadvantage with Formula directions are compared. The effects of the operational phase's realistic conditions to ensure a typical examinee sample and investigation of different item types are discussed. There is an appendix of 18 statistical tables. (CM)

ED220541 TM820596

Anderson-Levitt, Kathryn M.; Hertweck, Alma

Teachers' Interpretations of Students' Behaviors in French and American Classrooms.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Problems; Classroom Techniques; Comparative Education; *Cross Cultural Studies; Elementary School Students; *Elementary School Teachers; Foreign Countries; Learning Problems; *Student Behavior; Teacher Attitudes; *Teacher Response

Identifiers-*California; *France

Nearly parallel studies in two different cultural settings are compared. The interpretations teachers make of students' classroom behavior was the aspect of teacher cognition discussed. One study took place in southern California while the other was done in west central France. The participation of "problem" and "non-problem" students during ordinary lessons was videotaped. In American classrooms, "problem" students were children whom teachers had previously referred to the district as candidates for special education. In French classrooms, "problem" students were those who would be required to repeat a grade, students whom teachers would refer to special education classes, or those who were promoted only with strong reservations. The preliminary results indicated categories teachers use in judging students are not bound by considerations specific to local classrooms or cultures. Teachers' interpretations of individual students' behaviors are tailored to the child and the specific situation in which the interpretation takes place. There was a discrepancy between the perceptions of teachers viewing videotaped sequences of classroom behavior and those of an independent panel of judges. (DWH)

ED220077 IR010290

Kaungamno, E. E.

Centralized Services for Libraries. The African Experience. Occasional Paper No. 8.

Tanzania Library Service, Dar es Salaam.

Pub Date Sep 79

Note-15p.; Paper presented to the Afro-Nordic Library Conference (3rd, Espoo, Finland, September 3-7, 1979). For related documents, see IR 010 288, IR 010 291-294, IR 010 297-299, IR 010 306 and IR 010 308. Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Archives; Depository Libraries; *Developing Nations; Foreign Countries; Interlibrary Loans; Library Associations; *Library Cooperation; *Library Education; *Library Materials; Library Networks; Library Personnel; *Library Services; Library Technical Processes; Training; Union Catalogs

Identifiers-*Africa (East); Kenya; Tanzania; Uganda

This paper discusses the development of library cooperation and the centralization of library services in East Africa (i.e., Kenya, Tanzania, and Uganda). Included are descriptions of interlibrary lending arrangements, the role of library associations, the education of professional librarians and the training of library paraprofessionals, specialized library networks, legal depository libraries in East Africa, cooperative bibliographic services (including the development of union lists and union catalogs), and library services and technical processes (including cataloging and classification, acquisitions, data processing, and the manufacture of library equipment). An 8-item list accompanies the text. (JL)

ED220140 JC820394

Vaughan, George B.

The Community College in America: A Pocket History. AACJC Pocket Reader, 4.

American Association of Community and Junior Colleges, Washington, D.C.

Report No-ISBN-0-87117-120-1
Pub Date 82
Note-47p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, DC 20036 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Programs; *College Role; *Community Colleges; *Educational History; Educational Legislation; Educational Philosophy; Professional Associations; State Colleges; *Two Year Colleges; Two Year College Students

This booklet provides a brief historical outline of the development of community and junior colleges in the United States. After a discussion of the philosophical basis of community college education, the booklet considers the origins of the community college movement, tracing its history from the Morrill Act of 1862 which led to the creation of land grant colleges; discussing legislation passed in California in the early 20th Century to develop and fund junior colleges in the state; and reviewing the development of the American Association of Community and Junior Colleges from its creation in 1920. Next, the significance of the 1944 GI Bill and the 1947 Truman Commission on Higher Education are discussed in relation to the mission of community colleges in the post World War II period. The boom years of community college growth from 1960 are then discussed with reference to key events and figures; the rise of statewide systems and state support; the growth of the open door concept and the increases in student financial aid during this period; the role of leadership in the era of growth and in the future; the position of student services and the increase in part-time students; and the changing mission of community colleges. Finally, an outline of the community college today discusses changes in college governance, methods of maintaining leadership, the changing political context, and the development of a body of literature on the community college. (HB)

ED220200 PS013013

Evans, Richard I.; And Others

Smoking in Children and Adolescents.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No-DHEW-PHS-79-50099

Pub Date 79

Note-30p.; Reprinted from Chapter 17 in "Smoking and Health: A Report of the Surgeon General" (ED 179 501), 1979 (DHEW Publication No. (PHS) 79-50066).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescents; *Children; Health Materials; Literature Reviews; Models; *Prevention; Program Effectiveness; Research Needs; Research Problems; *Smoking; *Social Influences

Identifiers-Critical Analysis

Intended primarily for researchers and prevention program personnel, this booklet provides current background information on the continuing problem of smoking among children and adolescents. In the first brief section, research findings concerning American youth's current smoking patterns and beliefs are described. The second section considers four conceptual models in developmental and social psychology which appear potentially useful in generating hypotheses to account for the initiation of smoking among the young and in providing conceptual bases for prevention programs. The third section reports findings of studies focusing on several psychosocial factors influencing the decision to smoke: changing sex roles, parental smoking habits, parental acceptance of children's smoking, siblings who smoke, rebellion against family authority, peer pressures, the school environment, mass media influence, individual characteristics, and perceptions of the dangers of smoking. The fourth section reports critical evaluations of some current prevention programs, such as public information campaigns and school programs. In conclusion, recommendations for future research and prevention programs are offered. (RH)

ED220520 TM820538

Darom, Efraim

Discriminant Validity Investigation by Facet Analytic Approach.

Pub Date [Mar 82]

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Discriminant Analysis; Evaluation Methods; *Factor Structure; Mathematical Models; Path Analysis; Research Methodology; *Statistical Analysis; *Validity

Identifiers-*Facet Analysis; *Multitrait Multimethod Techniques; Theory Development

In an analysis of multitrait-multimethod matrices the criteria for discriminant validity are shown to include a "structure" criterion as an invariance of traits structure to methods. The criterion is meant to fit data to an additive model with traits and methods but not interaction terms. The importance of the structure criterion and the relative unimportance of the two elevation criteria are shown. A fourth criterion which is also a "structure" hypothesis is discusses as a "heterotrait-heteromethod" block. Applying the facet approach to the analysis of multitrait-multimethod matrices is a step forward in validity investigations since it ties together Campbell and Fiske's criterion which is "theory free" with Cronbach's ideas about construct validity. The pictorial nature of space diagrams helps researchers see many aspects of data usually unnoticed in other approaches. (Author/CM)

Weiss, Henry

Informal Observations on the Longitudinal Study, Basic Support Concerns Affecting the Colleges and the Nature of Programs Offered: The Potential for Problem Resolution through Collaborative Participation and Alternative Resources.

Pub Date Apr 82
Note-10p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917). For other papers in the review series, see JC 820 347-356.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Planning; *Community Colleges; *Cooperative Planning; Employer Attitudes; *Financial Support; Longitudinal Studies; Organizational Change; Research Needs; Research Utilization; *School Community Relationship; State Surveys; *Statewide Planning
Identifiers-*California; *Statewide Longitudinal Study CA

The California Statewide Longitudinal Study provided information on community college students' experiences and needs which is of value for colleges in determining strategies and priorities. While, however, this and similar studies address the needs of the learners and the colleges, the impressions and concerns of one key client, the prospective employer, are not adequately considered. Extensive efforts to sample employer needs are necessary if the colleges are to be responsive to changing conditions in the community and society. In addition to gathering information on their clients, colleges need to examine priorities and missions in light of serious pressures on resources. Rather than choosing areas to cut back (e.g., transfer or vocational education), the colleges should seek to identify alternative funding sources and collaborate to develop programs that will meet the needs of the institution and its students, employers, resource providers, and the community. Just as colleges impress upon students the need for flexibility in career and life goals, so the colleges themselves should be sufficiently flexible and adaptive in terms of goals, programs, structures, and funding to reflect the changing focus of and shifts in society. Collaboration among all parties interested in and involved with community college education can ensure development of college programs and goals in a period of fiscal stringency. (HB)

ED220241 RC013552

Fowler, Clifford F.

Local and Regional Committees of the Priority County Area Program Prior to 1980. Priority Country Area Program Evaluation Series: Occasional Paper.

Priority Country Area Program Office, Brisbane (Australia).

Spons Agency-Australian Schools Commission, Canberra.

Pub Date Sep 81

Note-43p.; For related document, see ED 207 733.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advisory Committees; Community Involvement; Cultural Activities; *Educationally Disadvantaged; Elementary Secondary Education; Financial Needs; Foreign Countries; Information Networks; Mobile Educational Services; Models; Older Adults; Organizational Communication; Organizational Effectiveness; *Outreach Programs; Program Descriptions; Recreational Activities; Regional Programs; Remedial Programs; *Resource Allocation; *Rural Areas; *School Funds; Transportation

Identifiers-*Australia (Queensland)

The report examines and documents the part played by certain local and regional committees in the operation of the Priority Country Area Program (PCAP) in South-West and Central Queensland prior to 1980. Two original studies are described: one concerned with the Local Advisory Committees (LACs) in South-West Priority Country Area and the other with the Regional Committee, operating in the Central Priority Country Area. Because the studies were conducted independently and there were differences of methodology and approach, separate descriptions of the topics have been retained in the appropriate sections of the report. The last section compares findings presented in the two reports and examines subsequent developments in PCAP committee structures. Additionally, this last section locates the origins of PCAP committee structure within the context of the overall development of the program. Principal findings relating to the Central Regional Committee, LACs, and general areas include: The Central Regional Committee model was judged relatively successful by the majority of informants; LACs saw a lack of status and cohesion, breakdowns in contact and communication with the State Committee; and during 1978 and 1979, submissions from LACs and Central Regional Committee accounted for approximately 30% of the total expenditure on new submissions. (Author/AH)

ED220260 RC013572

McManus, Elaine; And Others

The Impact of Selected Federal Health Programs on Rural Texas.

Texas Univ., Austin. School of Nursing.

Spons Agency-Meadows Foundation, Dallas, Tex.; Moody Foundation, Galveston, Tex.; Richardson (Sid W.) Foundation, Fort Worth, Tex.

Pub Date Aug 82

Note-145p.; Also funded by the Trull Foundation.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Clinics; Death; Delivery Systems; *Federal Programs; *Health Services; Infant Mortality; *Migrant Health Services; Primary Health Care; *Rural Areas; Rural Population; State Programs

Identifiers-Community Health Center Programs; *Impact; Impact Studies; Medically Underserved Areas; Migrant Health Program; National Health Service Corps; Rural Health Initiative Program; *Texas

The purpose of this report is to address the impact of several federally funded health programs serving rural Texans. The first section presents an overview of the statistical indices which demonstrate the current health status of rural Texans (health care problems of rural Texans exceed those of urban Texans, yet rural Texans have fewer resources to deal with these problems). The second section briefly traces the history of the Public Health Service (PHS) and then discusses four specific PHS programs--the Community Health Center Program, Rural Health Initiative (RHI) program, Migrant Health Program, and the National Health Service Corps (NHSC) Program. The next section addresses the impact of those primary health care programs on rural Texans; in 1980 there were 39 RHI clinic sites serving 46 counties, 18 migrant health clinics with 37 sites, and 120 NHSC personnel were employed in rural and migrant programs. The report provides an analysis of a survey (responded to by all but two clinics) which evaluated the impact on rural Texas of the RHI, Migrant Health, and NHSC programs. Although these programs have benefitted their target populations, it was found that budgetary cutbacks by the Federal government affected program ability to meet survey criteria. (BRR)

ED220332 SE039094

Agro, Sally; And Others

Measuring. USMES Intermediate "How To" Set.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-030-0
Pub Date 77
Grant-SED-69-01071
Note-73p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Elementary School Mathematics; *Elementary School Science; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Language Arts; Learning Activities; Mathematics Education; *Measurement; *Measurement Equipment; *Problem Solving; Process Education; Science Course Improvement Projects; Science Education; Social Studies; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of five booklets on measuring, intermediate grade students learn how to use a stopwatch, choose the right tool to measure distance, use a trundle wheel, make a scale drawing, and find the speed of things. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. The first page tells why or when a student may need the skill covered in the booklet and includes a table of contents. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220372 SO014225

Exploring My World. Social Studies Interim Grade Guide for Kindergarten.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-031-5
Pub Date 81
Note-39p.; For related documents, see SO 014 224-232.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Childhood Attitudes; *Childhood Needs; Child Role; Comparative Education; Discovery Learning; Individual Development; Kindergarten; Neighborhoods; Primary Education; *Self Concept; Self Esteem; *Social Studies; Units of Study

The social studies curriculum for kindergarten in Manitoba, Canada is presented in this guide. The focus of this guide is exploring my world. Some objectives are to explore: (1) the many facets of self; (2) the characteristics, competencies, experiences, and attitudes that kindergartners have in common with others; and (3) the ways they and others are unique. The units are: Myself and Others, My School and Its Neighborhood, and Changes in Me and My World. As topics are presented for each unit, questions are asked, and then learning activities are given to help students answer the questions. For example, in Unit I under the topic of physical characteristics, the question is asked, What do I know about my body? Then the students look at a picture of children and describe the children's outstanding characteristics. Using the description, an outline of a child is drawn on the board. The topic is further developed by activities such as measuring childrens' heights and masses, playing games, and singing songs about body parts. This guide and the others in the series are arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

Meijer, Henk, Comp.
I.D.G. Bulletin 1980/81.
Information and Documentation Centre for the Geography of the Netherlands, Utrecht.
Pub Date 81
Note-58p.; For a related document, see ED 205 455. Photographs and maps throughout document may not reproduce clearly in microfiche or paper copy.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Area Studies; *Geographic Regions; Higher Education; *Land Use; Maps; *Physical Geography; Planning; Secondary Education; Statistical Data; Tourism; Travel; Water Pollution
Identifiers-*Netherlands

This publication discusses the geography of and land use in a specific region of the Netherlands, the region of the great rivers of the Rhine, the Waal, and the Meuse. It is one of a series of publications developed by the Information and Documentation Center for the Geography of the Netherlands (IDG), a nonprofit organization whose aim is to supply information and documentation about the geography of the Netherlands to institutions and bodies outside the Netherlands concerned with education, study, and information, in the widest sense, about that country. There are four major sections. The first section provides a history of and describes the region of the great rivers. This area is generally defined as that part of the Netherlands which is bounded roughly by the towns of Rotterdam and Dordrecht in the west and Arnhem and Nymegen in the east. Discussed are the origin of the landscape, the water quality, land consolidation, rural planning, communications, and national physical planning. A brief discussion of an excursion route is also included. Statistical data on land use and environment, the population, the economy, agricultural holdings, industry, and foreign trade are provided in the second section. The third section contains brief notes on traffic, civil engineering works, and physical planning. The concluding section describes the aims and activities of the IDG. The appendix contains a bibliography and a sheet index to topographical maps. (RM)

ED220455 SP020837

Dow, Ian I.; Whitehead, Ruth Y.

New Perspectives on Curriculum Implementation. A Survey of Teacher, Principal and Consultant/Co-ordinator Concerns.

Ontario Public School Men Teacher's Federation, Toronto.
Pub Date Jul 81
Note-51p.
Available from-Ontario Public School Teachers' Federation, 1260 Bay Street, Toronto, Ontario, Canada M57 2B7 ($5.00).
Document Not Available from EDRS.
Descriptors-*Administrator Role; Change Agents; *Curriculum Development; Curriculum Guides; *Curriculum Problems; Elementary Education; Foreign Countries; Principals; *Program Implementation; *Teacher Attitudes
Identifiers-*Ontario

This study was undertaken by the Ontario (Canada) Public School Men Teachers' Federation to: (1) describe current practices and problems in curriculum implementation in Ontario public elementary schools; (2) provide information about the attitudes of federation members toward practices; and (3) identify barriers that block educators from effectively implementing curriculum guidelines. In the first section of this booklet, a description of the process of curriculum implementation is given, identifying three interactive elements that influence the process: the curriculum, the user, and the organization. Descriptions are offered of components in each element that may inhibit effective curriculum implementation if they are not considered during the planning period. Section II describes the methodology employed in developing the survey of teachers, principals, and consultants/co-ordinators. A description of the questionnaires, the population, and sampling procedures employed in the study is included. Summaries of responses to the questionnaires are presented in tabular form in section III, indicating major barriers to curriculum implementation as perceived by teachers, principals, and consultants/co-ordinators. The last section of the report outlines recommendations based on the findings. The recommendations are listed in order of priority, and represent a composite of the barriers perceived by the all three groups. (JD)

ED220498 TM820511

Crooks, Terence J.

Generalization in Educational Research: Through a Glass Darkly.

Pub Date Mar 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research; Evaluation Methods; *Generalization; Research Design; *Research Methodology; Research Problems; *Validity

A conceptualization of generalization and its place in educational research is proposed. Problems with existing approaches to generalization include limited concepts, misleading or simplistic results, perception variance or change, and the discouragement of sensitivity due to convenience. Researchers should distinguish between conclusions which are apparently specific to a study, and broader generalizations. Research should be conducted in natural settings, using methodology which interferes as little as possible with the characteristics of the setting. Researchers need to be meticulous in describing their sample, setting, treatments and instrumentation. To gain an adequate level of understanding, research efforts need to be more intensive and deeper than is customary. The choice of research focus (research questions, and hypotheses) is as important as methodology in carrying out the investigations. Extensive prior investigation is needed to identify key variables in the setting in which the research is to be carried out. Hypothesis testing should be de-emphasized, and the focus of research should be shifted to description, exploratory data analysis, estimation of the magnitude of effects, and replication of interesting findings. (Author/PN)

ED220101 IR010321

Stubbs, Kendon

The ARL Library Index and Quantitative Relationships in the ARL.

Association of Research Libraries, Washington, D.C.
Pub Date Nov 80
Note-62p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Libraries; *Correlation; Evaluation Criteria; *Factor Analysis; Graphs; Group Membership; Higher Education; *Institutional Characteristics; Library Collections; Library Expenditures; Library Personnel; *Regression (Statistics); *Research Libraries; Tables (Data)
Identifiers-*Association of Research Libraries

In order to explain the derivation and implications of the Association of Research Libraries (ARL) Library Index (a descriptive statistical indicator of research library quality which is based on an analysis of certain key library characteristics), this paper discusses regression and correlation as methods for measuring relations between such variables as size of professional library staff and size of library collections, and describes the use of factor analysis to identify major characteristics common to ARL members. A summary of the techniques of regression and factor analysis is given. Data provided include a table listing ARL members' Library Index scores for 1978-1979, an overview of trends in ARL Library Index scores from 1969 to 1979, and a set of 75 graphs illustrating fluctuations in individual ARL members' Library Index scores from 1969 to 1979. An explanation of the calculation of principal Library Index component scores, and notes on the text are appended. (JL)

ED220160 JC820417

Dennison, John D.; And Others

A Profile Study of Students Entering Career/Technical Programs in the British Columbia Community Colleges and Institutes: Technical Report #5-04-982.

British Columbia Research Council, Vancouver.

Spons Agency-Academic Council of British Columbia, Victoria.; British Columbia Dept. of Education, Victoria. Program Services Div.

Pub Date May 82

Note-12p.; For a related document, see JC 820 416.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students; Community Colleges; Educational Background; Education Work Relationship; Employment Experience; Family Characteristics; Females; Lifelong Learning; Males; *Student Characteristics; *Student Educational Objectives; Technical Education; Technical Institu[illegible] Two Year Colleges; *Two Year College Students; *Vocational Education

Identifiers-*British Columbia

In 1981, a study was conducted to explore the characteristics of students enrolled in career-technical programs in the community colleges and technical institutes of British Columbia. The first phase of a longitudinal look at these students, the study investigated demographic characteristics; educational, experience, and employment backgrounds; educational objectives; and immediate and long-range career and educational goals. Data sheets were distributed to students entering all career technical programs; 65% of the target population at the colleges and 46% at the technical institutes responded. Findings include the following: (1) the majority of the students were female, and at least 50% were over 25 years of age and enrolled part-time; (2) the educational and career levels of the students' parents were above the provincial average; (3) 10% of the students held bachelor's degrees while an additional 30% had undertaken some postsecondary study; (4) over 66% of the students indicated that their work experience related to their educational program; (5) students over 25 years of age reported enrolling to improve skills, while college age students sought credentials; (6) "close to home" and "institutional reputation" were the most frequently cited reasons for enrolling in a particular institution; and (7) over 90% indicated that further education was included in their future plans. The study report compares results from the colleges and technical institutes. (KL)

ED220179 PS012949

McKinnon, Jennifer; And Others

A Comparative Study of the Effects of Preschool Education on Middle Class Children.

Lakeview Montessori School, Puce (Ontario).

Pub Date Jul 82

Note-59p.; Prepared by the Puce Area Development Project and funded under the auspices of Employment and Immigration Canada.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Check Lists; *Elementary School Students; Family Influence; Foreign Countries; Interviews; *Kindergarten Children; *Middle Class Students; *Outcomes of Education; *Parent Attitudes; *Preschool Education; Questionnaires; Tables (Data)

Identifiers-Montessori Preschools; Ontario

To determine whether preschool education benefits middle-class elementary school children, a study was conducted which compared the social, motor, and academic progress of kindergarten and elementary school children who had attended a Montessori preschool, another kind of preschool, or no preschool. The sample was chosen according to age, attendance at preschool, and social class. A total of 201 middle-class children between the ages of 64 and 128 months participated in the study. Of those children participating 151 had attended a nursery, day care, or private school prior to entry into kindergarten for 3 or more days a week, for either half or full days. Each of the three groups of subjects contained five age levels roughly corresponding to kindergarten through fourth grade levels. The Developmental Profile II, given in the form of a parent interview, and parent and teacher questionnaires were used to obtain background information and data on children's abilities. The profile indicated the child's development in months on physical, self-help, social, academic, and communication scales. Generally, results indicated that middle-class children in the primary grades, regardless of preschool background, seem to function at the same level. Results and implications are discussed, conclusions are offered, and graphs and tables of data are included in the report. (RH)

ED220316 SE039078

Bussey, Margery Koo

Protecting Property - USMES Teacher Resource Book. First Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-018-1
Pub Date 76
Grant-SED-69-01071
Note-191p.; For related documents see SE 039 060-098 and ED 142 362. Revision of earlier title, Burglar Alarm Design, ED 142 378.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alarm Systems; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; *School Security; Science Activities; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find good ways to protect property (property in desks or lockers; animals; bicycles; tools). The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of the problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 4, 5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220352 SO014109

Hepburn, Mary A.

Democratic Schooling and Citizenship Education: What Does the Research Reveal?

Pub Date Jun 82

Note-30p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (East Lansing, MI, June 3-5, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Citizenship Education; *Democratic Values; Educational Environment; Educational Research; Elementary Secondary Education; Human Relations; Institutional Characteristics; Leadership Styles; Literature Reviews; Political Attitudes; *Political Socialization; Student Attitudes; Teaching Styles; Violence

This paper examines four major research studies spanning approximately 45 years which provide solid evidence that democratic schooling is possible and is an extremely important factor in the education of young citizens for a democratic society. The objectives, methodology, limitations, and results of each study are examined. From the studies, the author draws insight into the construct "democratic school" and perspectives on the attributes of democratic schooling. In the first study reviewed, Lewin, Lippitt, and White (1938-1939) assessed the comparative effects on student group behavior of three types of classroom climates generated by three differing leadership styles--democratic, autocratic, and laissez faire. Results showed that students who experienced democratic leadership were more effective in accomplishing their social goals and work goals. In the second study examined, Halpin and Croft (1963) obtained descriptive data on differing types of school climate and the human relations associated with each type by studying the behaviors, perceptions, and attitudes of teachers and principals. From this study we obtain an image of a democratic school which by its very organizational structure has a kind of democratic personality. In the third study (1974-1975), Ehman and Gillespie collected questionnaire data from high school students concerning their political attitudes and school characteristics. The study results provide a vision of a school that is a democratic system. The fourth and last study (1978) reviewed school violence and school climate. From this "Safe School Study" school policies which will create an environment that minimizes student frustration and aggression and maximizes identity with the school are envisioned. (RM)

ED220412 SP020478

Instructional Coding System for Mathematics Program of Studies. MET, A Title IV-C Project.

Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date 82
Note-54p.; For related documents, see SP 020 474-491.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavioral Objectives; Classroom Techniques; County School Districts; Curriculum Guides; Educational Objectives; Elementary Education; *Elementary School Mathematics; Inservice Teacher Education; *Instructional Materials; Mathematics Materials; Pilot Projects; *Resource Units; *Student Evaluation
Identifiers-*Project MET

This document is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). This document provides an alpha-numeric coding system to be used in conjunction with the "Math Correlation Chart" (SP 020 475) and the "Match of POS Test Items and Skills" (SP 020 484). Each code represents the curriculum area, grade level, strand or skill, and learning objectives in mathematics for kindergarten through sixth grade. Under each grade level, general goals are presented and supported by brief statements of objectives in specific skill areas. The skill areas included are: (1) exploration; (2) patterns; (3) sorting and classification; (4) numeration; (5) foundations for operations; (6) statistics and graphs; (7) geometry; (8) measurement; (9) money; (10) time; (11) estimation; and (12) word problems. (FG)

ED220476 TM820459

Stone, Carol Leth

A Meta-Analysis of Advance-Organizer Studies.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advance Organizers; Evaluation Methods; Hypothesis Testing; *Learning Processes; Literature Reviews; Reading Comprehension; *Reading Skills; Retention (Psychology); Statistical Analysis

Identifiers-Ausubel (David P); Glass (G V); *Meta Analysis

Long term studies of advance organizers (AO) were analyzed with Glass's meta-analysis technique. AO's were defined as bridges from reader's previous knowledge to what is to be learned. The results were compared with predictions from Ausubel's model of assimilative learning. The results of the study indicated that advance organizers were associated with increased learning and retention of the material to be learned. This was consistent with Ausubel's prediction. However, other variables associated with high "effect size" (ES) were not consistent with predictions by Ausubel's model. Four specific results contradicted the model. These were lower ES's associated with written-only and abstract AO's; higher ES's with non-subsuming AO's; lack of special facilitation for low ability, or low knowledge learners; and lower ES's for older learners. A modification of Ausubel's model may be needed to account for the positive effect of AO's demonstrated in this review. (DWH)

ED220521 TM820539

Riley, John F.

The Development of an Instrument to Measure Creative Teaching Abilities.

Pub Date Feb 82

Note-24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competency Based Teacher Education; *Creative Teaching; Creativity; Divergent Thinking; Higher Education; Professional Development; Teacher Education; *Teacher Evaluation; Teaching Methods; *Test Construction

Identifiers-*Creative Teaching Dilemma; Torrance Tests of Creative Thinking

The development of an instrument to measure creative teaching abilities, the Creative Teaching Dilemma (CTD), involved three phases. The instrument was constructed and refined, and scoring procedures were outlined. The activities comprising the CTD included defining the teaching dilemma, gathering additional facts, identifying and stating the problem, generating solutions, selecting criteria, evaluating alternative solutions, and stating the final solution. The reliability of scoring procedures was measured and one aspect of criterion-related validity was assessed in phase two. A second measure of criterion validity was taken in phase three. The results demonstrated acceptable reliability and validity estimates. After comparing CTD with the Torrance Tests of Creative Thinking Demonstrator Form (TTCTDF), it was concluded that the two instruments measured different aspects of the same abilities. The use of the CTD may provide a broader assessment of teaching performance. The abilities measured by CTD could be enhanced through training in creative problem solving. The instrument was developed to evaluate facets of competency based teacher education programs. (DWH)

ED220542 TM820598

Teaching Students to Be Testwise: A Handbook for Teachers Who Administer or Construct Tests, Grades K-12.

Montgomery County Board of Education, Rockville, Md.
Pub Date 82
Note-20p.
Available from-Publications Services, Room 55, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Md. 20850
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary School Students; Elementary Secondary Education; Examiners; Secondary School Students; *Standardized Tests; *Student Development; *Teacher Made Tests; Test Coaching; *Test Construction; Test Format; *Test Wiseness

This handbook for teachers of kindergarten through grade twelve was developed to assist those who administer or construct tests. The publication was written in response to a Montgomery County Public Schools citizens' advisory committee recommendation that reflected concern about the need to improve students' test-taking skills. The handbook discusses test strategies for teachers, including creation of an environment conducive to administering standardized tests and to

construction and use of teacher-made tests. The second part of the handbook discusses strategies for helping students to become test-wise. An annotated bibliography contains instructional resources for teachers, resources for students, professional resources, and videotapes. (DWH)

ED220561 UD022507

Nutrition Education and Training Program. Public Law 95-166. Annual Evaluation Report, September 1, 1981-June 30, 1982.

Baltimore City Public Schools, Md.
Spons Agency-Maryland State Dept. of Education, Baltimore.
Pub Date Jun 82
Note-55p.; A publication of the Division of Vocational Education, Office of Home Economics. Funded through the Food and Nutrition Branch of the State Dept. of Education. For related documents see ED 187 457 and ED 212 712.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Development; *Curriculum Evaluation; Curriculum Guides; Elementary Secondary Education; Field Tests; Food Service; Health Education; Home Economics; *Inservice Teacher Education; *Nutrition Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; School Personnel; Science Education; *Staff Development; Student Attitudes; Teacher Attitudes; *Teacher Workshops
Identifiers-Baltimore City Public Schools MD; *Nutrition Education and Training Program

The 1981 Nutrition and Education Training Program described in this report is a continuation of activities begun in 1979 in the Baltimore, Maryland public schools. In 1981, the project integrated the objectives and learning activities developed during 1979 and 1980 into elementary and secondary education health, home economics, and science curriculum guides; held curriculum implementation workshops for secondary teachers of those subjects; implemented an accredited inservice course on an interdisciplinary approach to teaching nutrition to elementary and secondary school students for teachers and cafeteria managers; and provided community nutrition information dissemination workshops. Evaluation of the project involved pretesting and posttesting of teachers who participated in training; field testing of the curriculum guides by selected teachers who had received training; pretesting and posttesting of students in the tryout classes; and surveys of teachers' and students' nutrition opinions and food attitudes. Findings indicated that in general, teachers found the guides helpful. Some teachers identified specific problems in the use of the guides. Teachers demonstrated few overall changes in knowledge from pretest to posttest, while students indicated a need for more work in all areas. Pretest to posttest changes in nutrition opinions and food attitudes were found. Recommendations for improving the guides are presented. (Author/MJL)

ED220078 IR010291

Kaungamno, E. E.

Possibilities of an Integrated National Library Policy for African Countries. Occasional Paper No. 10.

Tanzania Library Service, Dar es Salaam.

Pub Date Sep 78

Note-12p.; Paper presented at the Commemoration of the 25th Anniversary of the Ghana Library Board (Ghana, September, 22-26, 1975). For related documents, see IR 010 288, IR 010 290-294, IR 010 297-299, IR 010 306, and IR 010 308.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations; Foreign Countries; *Legislation; *Library Cooperation; Library Planning; Library Services; Library Standards; *National Programs; *Policy; Policy Formation; Public Libraries

Identifiers-*Africa; *Tanzanian Library Services Board Act

This paper outlines the rationale for, and functions of, national library policies within African countries; discusses some of the issues raised concerning national library policies at the 1970 meeting at Kampala of the Experts on the National Planning of Documentation and Library Services in Africa and at other similar conferences; reviews the legislative history of the public library movement in Tanzania; and outlines in detail the content and impact of the 1975 Tanzanian Library Services Board Act. A 10-item reference list accompanies the text. (JL)

ED220222 RC013517

Foshee, Jane E.

P.A.S.S. Program (Portable Assisted Study Sequence) Summer Report, 1981.

Parlier Unified School District, Calif.

Spons Agency-California State Dept. of Education, Los Angeles.

Pub Date [81]

Note-71p.; For related document see ED 175 589, ED 176 934, and RC 013 516.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Budgets; *Correspondence Study; *Credits; Curriculum Development; Dropout Prevention; *Enrollment; High School Students; Material Development; *Migrant Education; Migrant Programs; Program Content; Secondary Education; *Summer Programs

Identifiers-*California; *Portable Assisted Study Sequence Program

The 1981 summer Portable Assisted Study Sequence (PASS) Program, designed to provide self-directed learning packages whereby high school migrant students throughout California can receive credits toward graduation requirements, provided instructional materials to 2,306 students. Student transcripts were sent to 159 California high schools. Overall, new enrollment forms and distribution procedures which were initiated were well received. Major projects offering migrant students opportunities on college campuses were the MENTE Project located in Los Angeles, Stockton, and Turlock and the YO PUEDO Project located in San Luis Obispo. Most projects combined work experience opportunities with an academic course through PASS. Those projects with adequate lead time to process enrollments were satisfied with the material distribution turn-around-time of 3-5 days once enrollment information was received. Observations and discussions with site staff suggested several curriculum modifications, e.g., developing teacher guides with each course, including review tests with each instructional unit for use prior to final unit examininations, distributing answer keys for the learning activity packets. Tabular data pertain to the 1981 summer program credits, comparisons of student credit for the 1978-1981 summer programs, course enrollment and credit comparisons, and credits by school site in each region. (NQA)

ED220281 SE038806

Teaching Middle Grades Science.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date 82
Note-81p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cognitive Development; Discovery Learning; Elementary School Science; Elementary Secondary Education; Energy; *Inquiry; *Middle Schools; Physical Sciences; Science Activities; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Student Characteristics; Teaching Methods; *Units of Study

Background information and exemplary units for teaching science in Georgia's middle school grades are provided. Discussed in the first section are: (1) the rationale for including science in middle school grades, focusing on science/society/technology, science/social issues, scientific reasoning, and scientific literacy; (2) role of science instruction, including curricular ramifications due to cognitive development and physical/social-emotional development; (3) development characteristics of middle grades students; (4) curriculum planning, including needs assessment, unit selection, specifications of goals/objectives, implementation activities, and evaluation; and (5) inquiry instructional strategies designed to foster problem solving skills. Three units, differing in style and format, are provided in the second section. Each unit uses three elements of inquiry discussed in the previous section (rationale, discovery, experimental). The units are useful if teachers are inclined to adopt them intact; however, their primary function is to serve as models for designing other units. Topics considered in the units include energy; physical and chemical changes; and molecular transport and exchange of gases within the biosphere. A list of essential science skills is provided in an appendix. (Author/JN)

ED220434 SP020779

Magill, Richard A., Ed.; And Others

Children in Sport. Second Edition.

Report No-ISBN-0-931250-34-X
Pub Date 82
Note-309p.
Available from-Human Kinetics Publishers, Inc., Box 5076, Champaign IL 61820 ($10.95; Foreign, $13.25).

Document Not Available from EDRS.

Descriptors-Adolescents; *Athletes; *Athletics; Child Development; *Children; Competition; Elementary Secondary Education; Family Influence; *Physical Development; *Physical Education; Physical Fitness; Physiology; *Readiness; Recreational Activities; Sex Differences; Sport Psychology; Stress Variables; Youth Programs

This anthology of papers is designed to serve both as a textbook and as a synthesis of research efforts in youth sport. Half of the 20 papers are reprinted from the first edition of this volume; of the remainder, some were written especially for this edition, while others are culled from journals and conference proceedings. Five subject sections contain: (1) two papers on historical perspectives and future directions of organized children's athletics; (2) three papers on readiness for participation in competitive sports programs; (3) five papers on anatomical and physiological concerns about young athletes; (4) seven papers on psychological issues; and (5) three papers on social processes and group dynamics, including violence in sport. (FG)

ED220123 JC820350

Ohanneson, Gregory S.

The Value of the State Longitudinal Study for Vocational Education Curriculum.

Pub Date Jul 82
Note-16p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917. For other papers in the review series, see JC 820 347-356.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges; Followup Studies; Longitudinal Studies; Program Development; *Research Needs; State Surveys; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Vocational Education
Identifiers-*California; *Statewide Longitudinal Study CA

This review paper discusses the implications of the California Statewide Longitudinal Study (SLS) of community college students for 2-year vocational education. After introductory material examining problems in vocational student follow-up, the paper presents relevant findings from the SLS, discusses their significance for vocational education, and makes recommendations for future administrative action and further research. The paper highlights the ability of the SLS to define accurately student functions through the use of student prototypes, and the findings that students relate more to courses and skills than to programs; that, for the majority of vocational students, their studies were related to their jobs; and that, in terms of prototypes, the majority of "program completers" were day students, the majority of "job upgraders" and "career changers" were evening students, and the category of "job seekers" was more evenly split between day and evening students. Among the major recommendations were that: (1) SLS special population data should be compared with similar data collected by individual colleges; (2) the SLS follow-up should be continued with added emphasis given to comparisons among vocational, technical, and special interest students; (3) data on "transfer/tech" and "leisure vocational skills" students should be computed separately from other vocational categories; and (4) programs should be modified to meet the needs of identified student prototypes. (HB)

ED220141 JC820395

Ellison, Nolen; And Others

Report and Recommendations of Panel to Study Postsecondary Education in the Caddo-Bossier Parish Area: One- and Two-Year Program Offerings at Predominantly Black and Predominantly White Public Institutions.

Louisiana

Pub Date Mar 82

Note-48p.; Report submitted to parties named in the Consent Decree, Section Seven entitled "Enhancement of Predominantly Black Institutions", under Part A, Caddo-Bossier Parish Area: State of Louisiana, Southern University System, Bossier Parish Community College, Louisiana State University System, United States.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Colleges; *College Segregation; Community Colleges; *Desegregation Plans; Developing Institutions; Educational Discrimination; *Equal Education; Postsecondary Education; Program Development; Racial Integration; *Statewide Planning; Two Year Colleges; Universities

Identifiers-*Louisiana (Caddo Bossier Parish)

In October 1981, a five-person panel of experts was appointed to study the postsecondary programs in the Caddo-Bossier area of Louisiana and to develop recommendations relative to allegations made by the United States and denied by the state, that Louisiana was continuing to operate a racially dual system of higher education and had failed to develop and implement plans to eliminate all vestiges of such a dual system in the state. As indicated in a Consent Decree, the panel was instructed to study "two-year program offerings at predominantly black and predominantly white public institutions in the Caddo-Bossier Parish area." During its investigation, the panel reviewed all existing documents, scheduled interviews to gather objective and subjective information, and conducted site visits. This report introduces the scope and purpose of the study; describes the panel's work; presents background information on the socioeconomic composition of the Caddo-Bossier Parish area and its public institutions of postsecondary education; and offers general observations and recommendations. The recommendations focus on the enhancement of programs, activities, and facilities at Southern University, Shreveport-Bossier City Campus, and Bossier Parish Community College; increased institutional cooperation and planning; provisions for increasing "other race" enrollments in 1- and 2-year programs; and the creation of a detailed plan of action to implement the recommendations. Information sources are listed in appendices. (HB)

Zeitlin, June H.; Campbell, Nancy Duff

Strategies to Address the Impact of the Economic Recovery Tax Act of 1981 and the Omnibus Budget Reconciliation Act of 1981 on the Availability of Child Care for Low-Income Families.

National Women's Law Center, Washington, DC.
Spons Agency-Legal Services Corp., Washington, D.C.
Pub Date Apr 82
Note-115p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Day Care; *Federal Legislation; Guidelines; Legal Aid; *Low Income Groups; Needs; Program Descriptions; Social Services; *Tax Credits
Identifiers-Aid to Families with Dependent Children; Community Work Experience Program; Internal Revenue Code; Reagan Administration; Social Services Block Grant Program; Work Incentive Demonstration Program; Work Supplementation Program

In 1981, Congress enacted major legislative changes that affect the availability of child care for low-income families. In the name of economic recovery, tax cuts were enacted, social service programs were merged into a block grant, and government benefits for poor families were substantially reduced. This article reviews these statutory changes for their impact on the availability of child care for low-income families and proposes strategies to address the changes. The article is divided into four sections. The first section describes the need for child care for low-income families and the child care arrangements that are available to these families today. The second section describes recent changes in the Internal Revenue Code that affect the availability of child care, focusing on the dependent care tax credit and its usefulness for low-income families. The third section describes the new Social Services Block Grant Program which replaced the social services provisions of Title XX of the Social Security Act. The last section describes changes in the Aid to Families with Dependent Children Program, focusing on the changes in the amount of earned income disregarded in determining eligibility and payment level for child care. The child care provisions of three new work programs are examined: the Work Incentive Demonstration Program, the Community Work Experience Program and the Work Supplementation Program. (Author/RH)

ED220242 RC013553

Zephier, Richard L.; Hedin, Charles

Alcoholism among Indian Students: Walking Like You Talk.

Pub Date 17 May 81

Note-16p.; Paper presented at the National Indian Child Conference (Albuquerque, NM, May 17-21, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alcohol Education; *Alcoholism; *American Indians; Children; *Community Action; Elementary School Students; Elementary Secondary Education; Family Problems; Fathers; Females; Infants; Males; Mothers; Parent Influence; Parent Role; Peer Influence; *Prevention; *Secondary School Students; Teacher Role; Trend Analysis; Tribes; Youth

The paper reveals: alcoholism is the leading cause of death among Native people; Native Americans have a higher alcoholism rate than any other minority group in the country; 20 to 80% of a tribal population had drinking problems; these numbers involve men, women, children, and the unborn; and the trend is toward more alcoholism. The impact on tribes shows how the most important human resource of the tribal group, i.e., the school age children in grades K-12, are abusing alcohol to the point that they cannot take advantage of the gains made by the Indian people during the decade of the 1980's. Lists of suggestions for dealing with student alcohol problems include fundamentals of alcohol education, preparing to deal with the problem drinker, and student drinking. The second section covers implementation of youth prevention programs. The section emphasizes the need for the total community to be involved in alcohol and drug prevention efforts but, the logical place to begin with is the individual and the school. Prevention approaches include providing support to existing alcoholism programs, implementing prevention activities in schools via the spontaneous approach or the subject area integration approach, and developing a community-based prevention project. (AH)

ED220261 RC013575

Blasi, Joyce F.

Competencies and Needs of Rural Special Educators.

Pub Date Jan 81

Note-48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment (to Environment); *Competence; *Educational Needs; Educational Quality; Elementary Secondary Education; Inservice Education; Instructional Development; *Professional Education; *Rural Education; Rural Environment; Special Education; *Special Education Teachers; *Teacher Responsibility

Identifiers-*Isolation (Professional)

Rural special educators play a very complex role in the provision of services to exceptional learners. Population sparsity and distance factors more or less mandate that most rural special education programs must be cross-categorical, multi-age programs. These same factors, and the fact that support specialists in related areas are nonexistent or available on an extremely limited basis, accent the need for rural special educators to have competencies in: general information; knowledge of legislative and legal ramifications; assessment; instructional and monitoring processes; communicating with parents; communicating with other professionals; coordination, collaboration, and consultation; and planning for personal and professional renewal. Competencies applied in rural settings take on different meanings than when applied in urban areas. Further, competency specifications have direct implications for both preservice and inservice efforts. The need for strong rural special education services can no longer be denied; excellent special educators play a major and critical role in the delivery of services to the exceptional learner. Hopefully, excellent special educators prepared to serve in rural areas can help to lessen the double disadvantage experienced by rural exceptional individuals and provide the impetus for more concentrated efforts for rural schools. (Author/BRR)

ED220301 SE039063

Manfre, Edward

Classroom Design - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-003-3
Pub Date 76
Grant-SED-69-01071
Note-247p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Design; *Classroom Environmen[illegible]sign Requirements; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to change their classroom to make it a better place to live and study. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of classroom design problems (focusing on decorations, furniture arrangement/design, sound, heating, lighting), and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 1, 5, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with classroom design investigations. (JN)

ED220373 SO014226

Human Needs and Human Interdependence. Social Studies Interim Grade Guide for Grade One.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-032-3
Pub Date 81
Note-46p.; For related documents, see SO 014 224-232.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Childhood Attitudes; *Childhood Needs; Child Role; Community Relations; Comparative Education; Ecology; Family Characteristics; Family Relationship; Family Role; Grade 1; Individual Development; *Individual Needs; Interpersonal Relationship; Physical Environment; Primary Education; Psychological Needs; *Social Studies; Units of Study

The social studies curriculum for grade 1 in Manitoba, Canada is presented. The focus of this guide is human needs and human interdependence. Some objectives are to explore: (1) distinctions between needs and wants; (2) various groupings and relationships, such as families, friendships, and communities; (3) ways people are dependent upon their physical environment and ecosystem; and (4) the extent to which people have similar needs. The three units include: What I Need to Grow: Physical Needs; What I need to Grow: Emotional and Social Needs; and Families and Human Needs. As topics are presented for each unit, questions are asked and then a series of learning activities are given to help students answer the questions. For example, in Unit I under the topic of differences between needs and wants, the question is asked, What do we want that we really do not need to grow and be healthy? First a survival scenario is projected: a family must leave home and spend 2 weeks in a tree house because of a flood. The children must decide what to take. From a box of assorted objects and pictures, the children decide needs and wants, and they share their feelings and thoughts about their choices. This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

ED220499 TM820512

Cole, Nancy S.

Grade Equivalent Scores: To GE or Not to GE.

Pub Date Mar 82

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Elementary Secondary Education; Evaluation Methods; Formative Evaluation; *Grade Equivalent Scores; *Measures (Individuals); Scores; *Scoring Formulas; Testing Problems; *Test Interpretation

Identifiers-*Grade Development Scale

The advantages and disadvantages of grade equivalent (GE) scores are explored, including appropriate uses for GE type scores and how to bring current GE scales closer to the type of information educators appear to desire. Although GE scores are not an equal interval scale, not comparable across school subjects, and do not indicate the grade level at which a student can perform, the GE scores are suitable to identify student grade level skills and to chart growth over time in the "what skills" sense, not the "how much growth" sense. Given these potentially valuable uses, a variant of a GE scale that could more nearly describe the grade level at which students are performing is introduced as the Grade Development Scale (GDS). A GDS score produced less discrepant estimates of grade level from current grade for extreme scores than any of the common GE scales. The scale is not an equal interval scale, nor should it be used in comparing subject areas. Problems of interpreting the amount of growth in GDS units remain. Studies are underway to determine if the GDS scores will be found useful to educators in estimating the grade level at which a student is performing. (Author/PN)

ED220079 IR010292

Ilomo, C. S.

Library Education for Development: Some Observations on Recruitment, Development and Utilization of Library School Faculty in Developed Countries. Occasional Paper No. 11.

Tanzania Library Service, Dar es Salaam.

Pub Date [78]

Note-51p.; For related document, see IR 010 308. Best copy available.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Compensation (Remuneration); Developed Nations; Developing Nations; *Faculty Development; *Faculty Recruitment; Financial Support; Higher Education; Institutional Role; *Library Education; *Library Schools; *Personnel Selection; *Reputation; Training

Identifiers-Great Britain; United States

Drawing on the practices and experiences of universities in developed countries, this paper reviews and discusses the major issues and questions involved in the building of a library school teaching faculty. The nature and function of the university are briefly discussed; the factors affecting the acceptance of a teaching position by potential faculty members are outlined; the impact of, and reasons for, a library school's academic reputation are described; and the major considerations to be made during the recruitment, selection, and appointment of new faculty members are examined. Also discussed are sources of faculty, functions of faculty members, faculty development, the retention of faculty members, and financing a library school program. Accompanying the text are: a set of three diagrams illustrating (1) university-based patterns of education for public service, (2) the structure of certification for library education in Britain prior to 1981, and (3) the proposed structure for certification of library education in Britain after 1981. A set of three tables lists library degrees granted in Britain on the basis of educational attainment or research experience,

and degrees in librarianship granted in the United States. A 64-item reference list is also attached. (JL)

ED220102 IR010322

Hady, Maureen E., Comp; Danky, James P., Comp.

Asian American Periodicals and Newspapers. A Union List of Holdings in the Library of the State Historical Society of Wisconsin and the Libraries of the University of Wisconsin-Madison.

Wisconsin State Historical Society, Madison.

Pub Date 79

Note-60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Asian Americans; College Libraries; *Library Collections; *Newspapers; *Periodicals; Union Catalogs

Identifiers-*State Historical Societies; *University of Wisconsin Madison

This publication is a guide to the holdings and locations of over 100 periodical and newspaper titles relating to Asian Americans which were received before August 1979 at the library of the State Historical Society of Wisconsin and at the libraries of the University of Wisconsin at Madison. It includes older titles which have ceased publication as well as titles still being published. The scope of the guide is broad, including literary, political, and historical journals as well as general newspapers and feature magazines of the Asian American community. An introductory section provides a history of the collections and a detailed explanation of the organization of the guide and the entry format used. In addition to the alphabetical listing of titles, the guide includes lists of sources for the purchase of microfilm copies of the titles listed and the individual libraries whose holdings are included. Geographic, name, subject, and chronological indexes to the listings are also provided. (JL)

ED220393 SO014249

Meijer, Henk, Comp.

Zuyder Zee/Lake Ijssel. Third Revised Edition.

Information and Documentation Centre for the Geography of the Netherlands, Utrecht.
Pub Date 81
Note-73p.; Charts and photographs throughout document may not reproduce clearly in microfiche or paper copy.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Area Studies; Foreign Countries; *Geographic Regions; Higher Education; *Land Use; Maps; *Physical Geography; Secondary Education; Tourism; Transportation; *Travel
Identifiers-Land Reclamation; *Netherlands (Zuyder Zee)

This excursion guide describes the Zuyder Zee project which dammed and partially drained a low coastal area of the northern Netherlands. The guide also provides itineraries and other practical information for visitors to the area. It is one of a series of publications developed by the Information and Documentation Center for the Geography of the Netherlands (IDG), a nonprofit organization whose aim is to supply information and documentation about the geography of the Netherlands to institutions and bodies outside the country. There are three sections. Section one contains a history of the area and provides a summary of the Zuyder Zee project describing its origin and execution. The significance of the reclamation activities for the Netherlands is discussed. The second section of the guide presents and describes excursion routes. The appendices, which comprise the third section of the guide, describe archaeological finds in the area, present demographic statistics, explain topographical names, discuss modes of transportation and accommodations, and list recommended readings and maps. (RM)

ED220435 SP020811

Abstracts of Research Papers 1982. Presented at the Houston, Texas Convention of the American Alliance for Health, Physical Education, Recreation and Dance in the Research Consortium Meetings.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Report No-ISBN-0-088314-001-2

Pub Date 82

Note-168p.

Available from-American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 (Stock Number 248-26988; $4.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Athletes; Athletics; *Dance; *Educational Research; *Exercise Physiology; *Health Education; Motor Development; *Physical Education; *Recreation

This volume contains the Research Consortium research abstracts which were accepted for presentation at the annual convention of the American Alliance for Health, Physical Education, Recreation and Dance in Houston (Texas), April 23-27, 1982. Included for each abstract are the name and address of the presenter and the day and time of presentation. The abstracts are grouped according to topic: (1) dance; (2) growth and development; (3) biomechanics; (4) activities for special populations; (5) history and philosophy; (6) health; (7) motor learning and control; (8) psychology; (9) physiology; (10) measurement and evaluation; (11) pedagogy; (12) sociology; and (13) recreation. An author index is included. (FG)

ED220456 SP020839

Teacher Development: Accountability of the Professional Educator. Proceedings of the Annual Conference on Teacher Education (15th, Provo, Utah, March 5, 1982).

Association of Teacher Educators, Salt Lake City. Utah Unit.; Utah State Board of Education, Salt Lake City.

Pub Date 5 Mar 82

Note-43p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability; Competency Based Teacher Education; *Educational Assessment; *Educational Responsibility; Elementary School Teachers; *Schools of Education; Secondary School Teachers; State Standards; Teacher Education; *Teacher Educators; Teacher Effectiveness; Teacher Responsibility; *Teaching Skills

Identifiers-*Utah

The proceedings of a conference which focused on accountability in teacher education are supplied in this document. Accountability procedures, such as competency requirements, are examined in a keynote speech by John D. McNeil of the University of California at Los Angeles. Other speakers who offered position papers on accountability were: (1) Vaughn L. Hall, Utah Deputy State Superintendent; (2) Daryl J. McCarty, Executive Secretary of the Utah Education Association; (3) Richard V. Jones, Dean of the School of Education at Weber State College; (4) Gayle Judd, President of of the Utah Congress of Parents and Teachers, Inc.; and (5) Norman H. Bangerter, Speaker of the House of Representatives. The acceptance speech by Oral L. Ballam, designated Utah Teacher of the Year for 1982, is included. A list of conference participants is appended. (FG)

ED220522 TM820541

Rodgers, Ronald C.

Creating Continuous Career Development Scales for Grades 3-12.

Pub Date Mar 82

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Figure 2 is marginally legible due to small print.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Tests; *Career Awareness; *Career Education; Career Exploration; Decision Making Skills; Educational Objectives; Elementary Secondary Education; *Occupational Information; School Guidance; Student Attitudes; *Test Construction; Work Attitudes

Identifiers-*Iowa Career Education Inventory

A new Iowa Career Education Inventory was developed to be technically sound and responsive to career education objectives defined in the Articulation Guide for Career Education. Four levels of the inventory were developed to measure instructional objectives of stages in career development: (1) awareness represented concepts taught in kindergarten through grade three, measured in third grade; (2) accommodation represented concepts taught in grades four through six, measured in grade six; (3) exploration represented concepts taught in grades seven through nine, measured in grade nine; and (4) preparation represented concepts taught in grades ten through twelve, measured in grade twelve. Each level included seven content domains. Self, Interpersonal Relationships, and Self and Society focused on understanding the relationship between personal and affective characteristics and career development. Decision Making Skills, Economics, Occupational Knowledge, and Work Values and Attitudes focused on the cognitive components of career development. Field test data should be further analyzed to examine the impact of forming composite scores. This instrument should be useful in assessing the appropriateness and effectiveness of integrating career education concepts into classroom instruction for grades three to twelve. (DWH)

ED220543 UD022213

Dar, Yehezkel; Resh, Nura

Homogeneity and Heterogeneity in Education. Interaction between Personal Resources and the Learning Environment in the Effect on Scholastic Achievement.

Hebrew Univ. of Jerusalem (Israel). School of Education.; National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date Sep 81

Grant-845-0325

Note-202p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Ability Grouping; *Academic Achievement; *Classroom Environment; Disadvantaged Youth; Equal Education; Ethnic Groups; Foreign Countries; *Heterogeneous Grouping; *Homogeneous Grouping; Models; Secondary Education; Socioeconomic Background; Student Motivation; *Student Placement

Identifiers-Great Britain; *Israel; Kibbutzim; Sweden; United States

Effects of student grouping on academic achievement were examined in research among high school students in Israeli kibbutz schools, and in a nationwide sample of middle school students in Israel. Data analysis was based on a model developed from research findings in the United States, Sweden, Great Britain, and Israel. The treatment variable was conceptualized as the quality of the socio-learning environment (SLE) resulting from segregating students with different levels of personal learning resources, scholastic ability, and motivation, in homogeneous classes of "high" and "low" ability, or in heterogeneous classes. In the kibbutz sample, no learning advantage was found in homogeneous classes. A slight advantage was observed in heterogeneity, concentrated mainly in the lower half of the class distribution. In the middle school sample, the class intellective composition (measured by class mean achievement on objective tests) emerged as the central factor in SLE quality, while ethnic and socioeconomic factors were weak determinants. A positive effect of SLE on objective academic achievements was indicated. In both samples, the loss of the "lows" under segregation was greater than the gain of the "highs," while under heterogeneity, the loss of the "highs" was smaller than the gain of the "lows." Effects of motivation factors on SLE effects were also investigated. (Author/MJL)

ED220161 JC820419

Farland, Ronnald; Carey, Diane

Child Development Programs in California Community Colleges: Status Report.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Sep 82

Note-20p.; Prepared as part of a background briefing of the Board of Governors of the California Community Colleges (Fresno, CA, September 16-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Care Occupations; *Child Development; *Child Development Centers; Community Colleges; *Day Care Centers; Educational Legislation; Laboratory Schools; Program Evaluation; State Agencies; State Surveys; Two Year Colleges

Identifiers-*California

Background information is provided on child development programs and services in California community colleges. First, the report outlines the current status of child development centers and the three kinds of centers currently operated (i.e., lab schools, child care programs, and combination programs); the number and types of centers in operation; the children and families served by the centers; and the characteristics and adequacy of the centers. Next, a discussion of the status of child development instruction programs includes a definition of these programs and examines the relationship between child development instruction and services, the certificate/degree options, the number of colleges offering programs, and student enrollment levels. Then, a rationale is provided for the continued development of programs and services based on a recent court case mandating such services; the need to promote gender equity and to create programs for displaced homemakers and women re-entry students; the role of such services in promoting affirmative action and equal educational opportunities for minority students; and the practical opportunities provided to child development students, faculty, and staff. Following a discussion of funding sources, the roles of three state agencies in child development programs and services are considered. Finally, the charge of the Child Development Task Force in making policy recommendations is presented. (HB)

ED220180 PS012958

Kirk, Letitia A.

The Relationship Between Ability Grouping and Academic Achievement.

Pub Date 82

Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ability Grouping; *Academic Achievement; Literature Reviews; Secondary Education; *Secondary School Students; *Secondary School Teachers

Results of several studies focusing on relationships between ability grouping and academic achievement are briefly reviewed. Some of the studies reviewed address related issues, such as equal educational opportunity, the artificial social order within the schools, student morale, student perception of group membership, personality variables, and teacher responses to ability grouping. (RH)

ED220333 SE039095

Agro, Sally; And Others

Simplifying Data. USMES Beginning "How To" Set.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-029-7

Pub Date 77

Grant-SED-69-01071

Note-33p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Data Analysis; *Elementary School Mathematics; *Elementary School Science; Instructional Materials; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; Primary Education; *Problem Solving; Process Education; Science Course Improvement Projects; Science Education; Social Studies; *Statistics; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of three booklets on simplifying data, primary grade students learn how to round off data and to find the median and average from sets of data. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set contains several examples of children using a skill being taught, each example emphasizing a different aspect of the skill or a potential pitfall. Cover pages summarize what is being taught by illustrating the general problem and solution. There is no sequence to the sets (or booklets within sets) and they should not be used out of the context of childrens' open investigation of a practical problem. (Author/JN)

ED220353 SO014132

Stambler, Moses
Health Policy Formulation on a Federal Level, Process and Substance.
Pub Date May 82
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making; *Federal Government; Federal State Relationship; *Health Services; *Policy Formation; Political Influences; Politics; Research Utilization; Social Influences; Socioeconomic Influences

Factors which influence the federal government's policy toward health care include cost, technology, social values, federalism, interest group politics, increased federal involvement, and the current utilitarian attitude toward research. The interaction of these factors results in a complex process of policy formation. For example, when the national government intervenes in health care issues it must consider the conflicting interests: if cigarette smoking is a determinant of health, should the government subsidize tobacco farms? Further, federalism (the sharing of power among different levels of government) creates a disjunction between administrative and regulatory responsibilities. Conflict arises over whether national health insurance should be administered by states or by a centralized federal bureaucracy, or whether health controls should be nationally uniform, tailored to individual characteristics of states. Pressure from interest groups such as medical organizations, the insurance industry, and consumer groups results in incremental rather than comprehensive policy making. Increased federal involvement in physician training and research and through Medicare and Medicaid programs has created a growing demand for policy analysis. Finally, the current attitude toward research as supporting prevailing beliefs rather than providing an informed appraisal of issues creates only partial knowledge, from which policy must be formed. (KC)

ED220477 TM820462

Turlington, Elizabeth B.; Herold, David M.

Students' Propensities for Internally and Externally Mediated Performance Feedback and Their Relationship to Academic Achievement.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Economically Disadvantaged; Elementary School Students; Elementary School Teachers; *Feedback; Grade 2; *Locus of Control; *Minority Group Children; *Performance Factors; Primary Education; Urban Schools

Identifiers-Atlanta Public Schools GA

Data used for this study were provided by classroom teachers concerning second grade students in an urban school system composed primarily of minority and economically disadvantaged children. Measures of children's internal and external feedback propensities were developed. The propensities' relationship to other variables of interest was investigated. Academic achievement and locus of control were selected as variables. The data obtained were factor analyzed using the principal-factor solution and varimax rotation. The study indicated students generated internal feedback and wanted external feedback from teachers and peers. Teachers' reports of student feedback propensities may have been influenced by their knowledge of the student's academic achievement. A self-report measure could eliminate this problem. The relationship between feedback scales and academic achievement is in need of further study. There might be a potential for creating learning and feedback experiences congruent with a student's feedback style. (DWH)

ED220562 UD022508

Early Childhood Education Program--Grades Pre-K-K, FY '80. Elementary and Secondary Education Act, Title I. Evaluation Report, 1979-80.

Baltimore City Public Schools, Md.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.

Pub Date Mar 81

Note-112p.; Cover Title: Pre-Kindergarten. A publication of the Office of Testing and Evaluation. For related documents see ED 147 026 and UD 022 509. Some tables contain broken print.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Achievement Gains; Basic Skills; *Compensatory Education; *Educationally Disadvantaged; Eligibility; Evaluation Criteria; Federal Programs; *Health Services; Language Arts; Mathematics; Parent Participation; *Preschool Education; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; Reading Skills; Teacher Attitudes; Young Children

Identifiers-Baltimore City Public Schools MD; Elementary Secondary Education Act Title I

Evaluation results of 1979-80 compensatory education programs for pre-kindergarten and kindergarten children in 75 Baltimore, Maryland public and private schools are presented in this report. The program provided early learning experiences in reading, mathematics, and language for educationally disadvantaged 3-, 4-, and 5-year olds to enhance their future achievement in the basic skills. Pre-kindergarten children in the public schools demonstrated pretest to posttest gains on the Boehm Test of Basic Concepts, which evaluates reading, language, and mathematics skills, and showed that they had met program objectives. Public school kindergarten pupils also demonstrated gains in reading and mathematics. Non-public school kindergarten pupils showed gains in language, while pre-kindergarteners were not given the posttest. The program also provided health services for eligible children. The report includes detailed tables on program objectives and achievement of objectives, test results, number and types of program participants, degree of parent participation, number and types of staff involved, and the extent and kinds of health services provided. (Author/MJL)

ED220223 RC013518

Miller, Hubert J.

Mexican Migrations to the U.S., 1900-1920, with a Focus on the Texas Lower Rio Grande Valley.

Pub Date 17 Oct 80

Note-33p.; Paper presented at the Meeting of the Latin American Studies Association (Bloomington, IN, October 17-19, 1980).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agricultural Laborers; Braceros; *Economic Factors; Employment Opportunities; Illegal Immigrants; *Immigrants; Labor Needs; *Mexicans; Migrant Workers; *Migration Patterns; Population Trends; *Socioeconomic Influences

Identifiers-*Texas (South); *United States (Southwest)

Migrations from 1900-1920 were analyzed, focusing on the overall pattern of Mexican migrations to the United States during the two decades; migrations to Texas, the major recipient of migrants during the period; and migrations into the lower Rio Grande Valley. Data were based on official registrations either entering the United States or leaving Mexico, two previous migration studies using Mexican Secretaria de Gobernacion reports and 1900 census reports, and oral history interviews with migrants into the lower Rio Grande Valley from 1900-1920. Mexican migrations during this period revealed a significant migration trend, especially when about 200,000 "illegal" entries were considered. Economic conditions in Mexico stimulated northward migration which accelerated with the turmoil caused by the 1910 Revolution. As relative stability returned, the limited economic opportunities continued to serve as a push factor. Railroad and agricultural expansion in the Southwest plus industrial occupations with the arrival of World War I acted as pull factors. Although data were incomplete, there was strong evidence to suggest that the Valley received its fair share of migration. South Texas area enjoyed geographic proximity which with the extension of railroad lines into the area and subsequent irrigation and agricultural developments attracted cheap Mexican labor. (NQA)

ED220282 SE038807

Maines, David R.; And Others
Social Processes of Sex Differentiation in Mathematics. Final Report to the National Institute of Education. "Role Modeling Processes and Educational Inequity for Graduate and Undergraduate Students in Mathematics."
Northwestern Univ., Evanston, Ill. Program on Women.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Dec 81
Grant-NIE-G-79-0114
Note-274p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*College Mathematics; College Students; Educational Research; Females; *Graduate Students; Higher Education; Learning Theories; Mathematics Education; *Sex Differences; *Sex Role; *Undergraduate Students
Identifiers-*Mathematics Education Research

The purpose of this study was to determine social processes of sex differentiation for undergraduate and graduate students in mathematics and how those processes relate to educational inequity. To gather data relevant to those processes, 168 in-depth interviews were conducted with male and female students majoring in mathematics and with faculty at three Chicago area universities. The strength of the study rests in (1) the focus on females who have "survived" the high school attrition process and who are able mathematicians upon entry into college, (2) the pervasive focus on social processes in which educational experiences are embedded, and (3) the systematic sex-comparative research design. Data analysis was qualitative in nature, and the data are presented in the form of (1) simple distributions of responses suitable for determining overall patterns and (2) an analysis of direct quotes to determine personal meanings. An explanatory schema is presented regarding sex-differentiation which was induced from the data. That schema hinges on processes of self-selection, differential association, sex variation in the specificity of support networks, narrow versus diffuse perceptions of the world, and differences in opportunism and instrumentality. Little evidence of systematic or overt sex discrimination was found in the universities. (Author)

ED220317 SE039079

Bussey, Margery Koo

School Rules - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-019-X

Pub Date 77

Grant-SED-69-01071

Note-185p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Decision Making; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum

Identifiers-National Science Foundation; *School Rules; *Unified Science Mathematics for Elementary Schools

Finding ways of influencing rules and the decision-making process in school is the challenge of this Unified Sciences and Mathematics for Elementary Schools (USMES) unit. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, a flow chart illustrating how investigations evolve from students' discussions of the problems, and a hypothetical account of sixth-grade class activities. Section III provides documented events of actual class activities from grades 3 and 8. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with the activities. (JN)

ED220413 SP020479

Managing the Planning Process. Management for Effective Teaching.
Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date 82
Note-23p.; For related documents, see SP 020 474-491.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Design; *Classroom Environment; Classroom Techniques; County School Districts; Educational Research; Elementary Education; Inservice Teacher Education; *Instructional Development; Lesson Plans; Pilot Projects; *Planning; Resource Units; *Scheduling; Teacher Behavior; Teacher Effectiveness; *Teacher Responsibility; *Time Blocks
Identifiers-*Project MET

This booklet is a part of the Management for Effective Teaching (MET) support kit designed to assist elementary school teachers in planning, managing, and implementing the Fairfax County (Virginia) Public Schools' Program of Studies. This booklet contains three sections and a bibliography on management functions and tasks in the classroom. Section I cites the many functions and tasks necessary to classroom management. Section II summarizes findings of recent research studies on teacher effectiveness and on the planning and organization of the classroom learning environment to increase instructional time. In section III, a tool to manage planning during the first 9 weeks of school is provided.

This tool, a critical path network, shows many of the critical events and complex tasks that demand teacher time and planning during the first quarter. The bibliography cites 28 references in the field of classroom management. (JD)

ED220500   TM820513

Jones, Robert F.

From MCAT to M.D.: Predicting Success in Medical School.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests; *College Entrance Examinations; Grade Point Average; Higher Education; *Medical Schools; Medical Students; *Predictive Measurement; *Predictive Validity; Success

Identifiers-*Medical College Admission Test; National Board of Medical Examiners

The effectiveness of Medical College Admission Test (MCAT) scores in predicting success during the first phase of medical education is investigated. The process by which medical students are educated and evaluated, the nature and purpose of the MCAT, and the MCAT Interpretive Studies Program developed by the Association of American Medical Colleges to study validity issues are described. Certain patterns in this preliminary data stage are that: (1) when the criteria are medical school course grades, linear composites of undergraduate college grades alone or MCAT scores alone appear to be equally predictive; (2) there is only a slight drop-off in prediction from first-year to second-year grades; (3) when the criterion is performance on National Board of Medical Examiners (NBME)-Part I, MCAT scores are substantially better predictors than undergraduate college grades; and (4) predictions of medical school course grade performance based on MCAT scores and undergraduate college grades are better than those based on either one alone; however, undergraduate college grades add little to the prediction of NBME performance by MCAT scores alone. The test scores appear to add unique information to that provided by undergraduate college grades alone, of a magnitude that is of practical significance to medical school admissions officers. (Author/PN)

ED220181 PS012959

O'Brien, Peter; And Others

Mt. Druitt Longitudinal Study First Annual Report to Bernard Van Leer Foundation.

Macquarie Univ., North Ryde (Australia). School of Education.
Spons Agency-Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date May 82
Note-83p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; Annual Reports; *Child Development; Early Childhood Education; Followup Studies; Foreign Countries; Longitudinal Studies; Measures (Individuals); *Program Effectiveness; Public Schools; Questionnaires; *Research Projects
Identifiers-*Australia

To explore long-range outcomes of the Mt. Druitt Early Childhood intervention project and to investigate the development of children in Australian government schools, research was begun in 1981 which included elements of both followup and longitudinal studies. The Mt. Druitt Longitudinal Study, discussed in this report, broadened the emphasis of the Mt. Druitt Early Childhood Project to include variables such as differences associated with attendance or non-attendance at preschool and to present normative data for Australian school children. Approximately 900 subjects, third-grade children in the five Mt. Druitt schools plus non-disadvantaged children from school areas outside the Mt. Druitt area, were followed throughout the period from 1981 through 1983. Data from the Mt. Druitt Early Childhood Project (including pretest and posttest measures in the areas of mathematics, conservation, reading, vocabulary, language, and social knowledge) were available for use. The longitudinal study assessed a large number of educational, motivational, social, psychological, environmental, behavioral, and parent-attitude variables. In this first annual report of the study, discussions of research methodologies, research problems, future goals, and results of analyses conducted in 1981 are offered. Related questionnaires, tests, and diagnostic measures are appended. (RH)

ED220202 PS013015

Cassette Tape Catalog: 1980/1981 Unabridged Supplement.
American Child Care Services, Hampton, VA.
Pub Date [81]
Note-145p.; Filmed from best available copy.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annotated Bibliographies; *Audiotape Recordings; *Child Welfare; *Conference Papers; Resource Materials; *Social Services

This unabridged supplement to the Child Care Information Center's tape cassette catalog contains a listing of all recordings made in calendar years 1980 and 1981. This document plus "The Revised 1976 Cassette Tape Catalog," "The 1977 Addendum," and "The 1978/1979 Unabridged Supplement" together provide a complete listing of the 1,776 tape presentations currently available for distribution from the center. In the descriptive index, entries are grouped by conference at which recordings were made. A guide to using the catalog supplement and an order form are also provided. (RH)

ED220394 SO014250

Verduin, Jan A.; Verduin-Muller, Henriette S.

On European Population, Demographic Developments, Part A [and] Part B, Visual Material.

State Univ. of Utrecht (Netherlands).

Pub Date Feb 82

Note-101p.; This study is done by the Geographical Institute in cooperation with the Information and Documentation Center for the Geography of the Netherlands. Some charts and photographs in Part B may not reproduce clearly.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Age; *Demography; Futures (of Society); Higher Education; *Human Geography; Labor Force; Population Distribution; *Population Education; Population Growth; Population Trends; Secondary Education; Sex

Identifiers-*Europe (West)

Demographic developments in Western Europe are examined in this report. It can be used by secondary and college level teachers in preparing lessons or by students themselves. There are three major parts. The first part, "Past Trends," focuses on the increase in European population. The size of that population and its growth over a long period are considered. Attention is also paid to its spatial distribution, and then to changes in the birth and death rates over time. Part II examines the population structure of Western Europe. The most important change in the age distribution of Western European countries has been the increase of the proportion of the elderly caused by a deceleration in the population growth, in contrast to developing countries where this deceleration has not yet occurred. Also examined in this section are two other aspects of the population structure: the dependency ratio and the activity rate (the ratio of the labor force to the total population). Part III deals with "Recent and Future Developments" in population trends. Attention is paid to the trends of birth and death rates from 1950 to 1977, as well as to the underlying factors influencing these rates. How recent levels of births and deaths might affect the development of population in the future is also discussed. (RM)

ED220103 IR010323

Basic Components of a Public Library Collection Development Policy.
Maryland Library Association, Baltimore.
Pub Date [81]
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Censorship; Citizen Participation; *Civil Liberties; *Library Acquisition; *Library Collections; Library Material Selection; *Policy; Policy Formation; *Position Papers; Questionnaires; Reading Materials

This booklet outlines the components of public library collection development policies and presents a set of materials which address the civil issues surrounding the freedom of public libraries to maintain uncensored collections. An introduction which defines the function of collection development policies is followed by an outline of the basic components of such policies. Excerpts from sample policies from public libraries through the United States are then presented for each of the component areas, including intellectual framework, authority and responsibility for library material selection, selection criteria, collection maintenance, reconsideration procedures, and endorsements from professional organizations regarding intellectual freedom. A statement on the freedom to read drafted by the American Library Association (ALA) and the Association of American Publishers (AAP), a statement on the freedom to view endorsed by the Educational Film Library Association (EFLA), the ALA Library Bill of Rights, and a resolution on the freedom to read passed by the Maryland State Board of Education during 1981 are attached. (JL)

ED220124 JC820351

Cohen, Arthur M.

Implications of the Statewide Longitudinal Study for the Academic Curriculum/Collegiate Function in California Community Colleges: A Review Paper.

Pub Date 1 Apr 82

Note-18p.; Part of a series of papers by a panel of experts reviewing the California Statewide Longitudinal Study (for the final report of this study, see ED 217 917). For other papers in the review series, see JC 820 347-356.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Education; Attendance Patterns; *College Role; *College Transfer Students; Community Colleges; Curriculum Development; *Enrollment Trends; State Surveys; Student Educational Objectives; *Transfer Programs; Two Year Colleges; *Two Year College Students

This paper considers data on community college students provided by the California Statewide Longitudinal Study (SLS) and the implications of this study for curriculum and educational planning in areas other than vocational education, with special emphasis on implications for the transfer program. First, a background is provided on the origins and history of community colleges in California; their original role in preparing students for transfer to 4-year institutions; and the shift in the colleges' emphasis from transfer to occupational programs. Next, the report examines SLS data that have relevance to the transfer program. These data indicate that the community college has maintained its collegiate-transfer function, though in a somewhat different fashion than a generation ago, with fewer students attending in a linear manner and most being more concerned with the course than the program. Then, 13 inferences drawn from the data are outlined and their implications discussed. The report concludes with general recommendations, including: (1) a realignment of the categories of vocational and transfer students to better fit students' course-taking behaviors and intentions; (2) a strengthening of academic standards and a closer articulation between community colleges and secondary schools; (3) the creation of a liberal arts career option program; (4) greater integration of support services with the instructional program; and (5) a continued commitment to the transfer function. (HB)

ED220142 JC820396

Walker, James W.
A Successful Revision of a Faculty Evaluation Procedure.
Pub Date [82]
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; Community Colleges; Faculty College Relationship; Faculty Development; *Faculty Evaluation; *Peer Evaluation; Policy Formation; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Improvement; Two Year Colleges
Identifiers-*El Camino College CA

In 1979, El Camino College revised its faculty evaluation procedure, impelled by concerns over the severe consequences and resultant rarity of unsatisfactory ratings, the reluctance of faculty to evaluate their peers, and the high requirements of faculty time. The new procedure includes the following components: (1) options allowing tenured faculty to request that the division dean act as sole evaluator, or that a panel, consisting of the dean and two faculty members, be chosen as evaluators; (2) a self-evaluation report including objectives for instructional improvement, professional growth activities, and the extent to which previous objectives for instructional improvement have been met; (3) student evaluations of instructor performance; (4) an evaluation conference at which the results of the student evaluations and self-evaluation are reviewed; (5) provisions for peer assistance for faculty who receive unsatisfactory ratings or who are identified as being in need of continued evaluation; and (6) the designation of an evaluation team to review the results of continued evaluations and make recommendations. At the conclusion of the 1981 fall semester, all instructors had been evaluated once using the new procedure, which has been well received by faculty and management and resulted in a greater tendency to identify those instructors that need assistance. The complete faculty evaluation procedure is appended. (KL)

ED220143 JC820397

Selected School Laws & Standards. A Summary Containing: Specific School Laws Relating to Area Schools [and] Standards for Area Community Colleges and Area Vocational Schools.
Iowa State Dept. of Public Instruction, Des Moines. Area Schools Div.
Pub Date 82
Note-100p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Organization; *Administrative Policy; Budgeting; *Community Colleges; *Educational Finance; Educational Legislation; Full State Funding; Governing Boards; Regional Schools; Secondary Education; *State Legislation; *Statewide Planning; Two Year Colleges; Vocational Education; *Vocational Schools
Identifiers-*Iowa

A selected summary is provided of the Iowa state legislation relating to area schools and standards for area community colleges and vocational

ED220243 RC013554

Indian Education: America's Unpaid Debt. A Compendium Report Covering Calendar Years 1980-1981. The Eighth Annual Report to the Congress of the United States.

National Advisory Council on Indian Education, Washington, D.C.
Pub Date Jun 82
Note-133p.; For related document, see ED 202 617.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education; Advisory Committees; *Agency Role; *American Indian Education; American Indians; *Educational Finance; Educational Objectives; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; *Federal Programs; Fellowships; Government School Relationship; Resource Allocation; Trust Responsibility (Government)
Identifiers-*Indian Education Act 1972 Title IV; *National Advisory Council on Indian Education

The eighth annual report to Congress from the National Advisory Council on Indian Education is a compendium report of activities during calendar years 1980 and 1981, inclusive. Part I contains Council's recommendations to Congress and the Secretary of Education: if the Department of Education is dismantled, all Indian education programs directly benefiting Indian children and adults be transferred intact to an independent agency or foundation other than the Department of Interior; Federal trust responsibility be fully implemented, maintained, and upheld; Congress review any proposed budget reductions for Indian programs to assure Federal Indian trust responsibilities are maintained; documents and data prepared by the Council through field hearings be utilized in reauthorization of Indian education legislation. Part II provides state-by-state reports of Indian fellowships in 1980 and 1981 and Title IV funding. Part III furnishes profiles of Title IV programs and fellowships for 1980, and Part IV reports on the Council's activities for 1980 and 1981. Nine appendices include a legal position paper by Kurt Blue Dog and a legislative analysis of the Federal role in Indian education by Vine Deloria, Jr. Ten tables give information on state distribution of funds for 1980 and 1981. (AH)

ED220262 SE035407

Bell, Max S.

Explorations into Ways of Improving the Elementary Mathematics Learning Experience. Final Report.

Chicago Univ., Ill.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Feb 76
Grant-PES-74-18938
Note-184p.; Print marginally legible. Due to print in colored ink, an attachment to appendix has been omitted.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Calculators; Curriculum Design; *Curriculum Development; *Educational Change; Elementary Education; *Elementary School Mathematics; Mathematics Education; *Mathematics Instruction; Program Design; *Program Development

Details about an investigation into the nature of the mathematics curriculum at the elementary level and suggestions about ways to improve existing programs are the focus of this material. It is noted that there appeared to be a great gulf between the type of instruction typically provided and the type viewed as the best possible to provide, with much that was available not used by most teachers. It is felt that ways were found in which teachers and others could work together in developing activities and materials, and that better diagnostic tools were found as well. Further, ways that modest resources could be expended to effect noticeable improvements seemed to have been found. This document is presented with the intent of sharing experiences with others who might be interested in the elementary school mathematics experience. The bulk of the material consists of appendixes which individually detail aspects of the exploration. (MP)

ED220302 SE039064

Bussey, Margery Koo

Classroom Management - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-004-1
Pub Date 77
Grant-SED-69-01071
Note-263p.; For related documents see SE 039 060-098 and ED 142 362.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Organization; *Classroom Environment; *Classroom Techniques; Design Requirements; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; Noise (Sound); *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

This Unified Sciences and Mathematics for Elementary Schools (USMES) unit challenges students to find ways of developing and maintaining a well-run classroom. The challenge is general enough to apply to many problem-solving situations in mathematics, science, social science, and language arts at any elementary school level (grades 1-8). The Teacher Resource Book for the unit is divided into five sections. Section I describes the USMES approach to student-initiated investigations of real problems, including a discussion of the nature of USMES "challenges." Section II provides an overview of possible student activities with comments on prerequisite skills, instructional strategies, suggestions when using the unit with primary grades, flow charts illustrating how investigations evolve from students' discussions of classroom management problems, and a hypothetical account of intermediate-level class activities. Section III provides documented events of actual class activities from grades 1/2, 3/4/5, 4, and 6. Section IV includes lists of "How To" cards and background papers, bibliography of non-USMES materials, and a glossary. Section V consists of charts identifying skills, concepts, processes, and areas of study learned as students become involved with classroom management investigations. (JN)

Changes. Social Studies Interim Grade Guide for Grade Two.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-033-1
Pub Date 81
Note-46p.; For related documents, see SO 014 224-232.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change; Childhood Attitudes; Childhood Needs; Child Role; Comparative Education; Family Characteristics; Family Relationship; *Family Role; Futures (of Society); Grade 2; *Individual Development; Primary Education; Self Concept; Social Change; *Social Studies; Units of Study

The social studies curriculum is presented for grade 2 in Manitoba, Canada. The focus of this guide is change. Some objectives are to explore: (1) some of the ways children change physically, intellectually, emotionally, and socially; (2) some of the changes caused by technology that are occurring in family structure, particularly in the roles of family members; and (3) changes arising from both natural and human sources in the environment. The three units include: When I Was Little: When I Grow Up; Families Long Ago: Families Now; and Families in the Future. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. For example, in Unit I under the topic of We Change over Time, the question is asked, In what ways are we changing? To introduce the notion of change, observations are made first of changes in the environment: seeds to mature plants, rusting, melting, decay. Then pairs of pictures that demonstrate changes in a person's life are given and the children make charts of the changes they see in the pairs. Other developmental activities reinforce changes, such as role-playing activities of people at different stages of their lives. This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

ED220436 SP020812

Rothstein, Anne L., Ed.; Nelson, Jack, Ed.

Completed Research in Health, Physical Education, Recreation and Dance; Including International Sources. Volume 23. 1981 Edition. Covering Research Completed in 1980.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date 81

Note-367p.

Available from-American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston VA 22091 (Stock Number 248-26990; $10.25).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Athletes; *Athletics; *Dance; *Educational Research; Educational Trends; *Exercise Physiology; Health Education; Injuries; *Physical Education; Psychomotor Skills; *Recreation

Citations of published research reports and abstracts of master's and doctoral theses completed during 1980 are included in the areas of health, physical education, recreation, dance, and allied fields in two sections of this three-section volume. The bibliography section contains listings of 1031 articles published in 113 periodicals. In a separate section, abstracts of over 700 theses from 71 institutions offering graduate programs in health, physical education, recreation, dance, and allied fields are presented. A subject index to both sections is supplied, as well as lists of the periodicals reviewed and the participating institutions. (FG)

ED220457 SP020844

Lawson, Hal A., Ed.

Undergraduate Physical Education Programs: Issues and Approaches.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.

Pub Date 81

Note-102p.; Based on the proceedings of the National Professional Preparation Conference in Physical Education, "Progress through Diversity" (Chicago, IL, November 5-8, 1980).

Available from-AAHPERD Publications, P. O. Box 704, 44 Industrial Park Cr., Waldorf, MD 20601 (Stock Number: 245-26906, $11.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Standards; *Accreditation (Institutions); Competency Based Teacher Education; Educational Trends; Futures (of Society); Interdisciplinary Approach; *Physical Education; *Physical Education Teachers; *Preservice Teacher Education; *Teacher Education Programs; Undergraduate Students

Papers presented at the National Professional Preparation Conference in Physical Education were revised and expanded for publication in this monograph. In part I, two papers, "Professional Preparation Conferences: One More Time" (W. G. Anderson) and "Current Context and Future Curriculum" (M. J. Ellis), set the stage for a presentation of alternatives. Both papers raise questions which are helpful in assessing the approaches to the education of physical education teachers presented in the papers in part II: (1) "Competency-Based Teacher Preparation in Physical Education at Washington State University" (M. L. Enberg, W. Harrington, and L. V. Cady); (2) "The Preparation of Physical Education Teachers: A Subject-Matter-Centered Model" (L. F. Locke, C. L. Mand, and D. Siedentop); (3) "A Disciplinary Model for a Curriculum in Kinesiological Sciences" (B. F. Husman, D. H. Clarke, and D. L. Kelley); and (4) "Undergraduate Physical Education: A Cross-Disciplinary Model" (W. R. Morford, H. A. Lawson, and R. S. Hutton). Papers in parts III, IV, and V, which deal with the topics of program accreditation, analysis and synthesis, and viewpoints toward the future, include: (1) "Accreditation: Is the Horse Already Out of the Barn?" (P. S. Brassie); (2) Professional Preparation: Quality and Diversity" (L. L. Bain); (3) "Textures" (W. Harper); (4) "Issues as Reflections" (M. E. Kneer); and (5) "Undergraduate Preparation: Marching to Different Drummers" (A. A. Annarino). (JD)

ED220544 UD022302

Koh, Hesung Chun, Ed.

Korean and Japanese Women: An Analytic Bibliographical Guide.

Greenwood Press, Westport, Conn.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-ISBN-0-313-23387-X

Pub Date 82

Note-904p.

Available from-Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, CT 06881 ($65.00).

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies; *Asian History; Economic Factors; Family (Sociological Unit); Family Structure; *Females; Feminism; Individual Characteristics; Japanese Americans; Korean Americans; Life Style; Political Influences; Religion; *Sex Role; Social Influences; *Social Stratification; *Sociocultural Patterns; Womens Studies

Identifiers-*Japanese People; *Koreans

This book is a selective bibliography and index of materials on Korean and Japanese women, their history, social and cultural patterns, sex roles, family and kinship patterns, and other characteristics. Designed to assist researchers in the systematic selection of information for descriptive or comparative research on Korean and Japanese women, the bibliography contains about 600 entries, including autobiographies, legal codes, books, journal articles, conference papers, and dissertations in English, Japanese, or Korean, issued between 1789 and 1979. Documents have been assigned identification numbers for convenient cross-reference, and are classified according to five main types of information: time, geographic location, unit of study, and data quality control factors (items about author background, research methodology, and nature of the data, which provide a means for evaluating materials reliability). Several indexes have been generated by combining categories from the information types. The bibliography consists of two books. Book one presents abbreviated citations by historical time periods and provides five analytical subject indexes; indexes of selected characteristics of a document's author, research design, and population under study; and author and title indexes. Book two provides complete bibliographic information and annotations for each document. (Author/MJL)

ED220080 IR010293

Kaungamno, E. E.

Libraries as a Means to Economic Transformation in Africa. Occasional Paper No. 12.

Tanzania Library Service, Dar es Salaam.

Pub Date Sep 78

Note-11p.; For related documents, see IR 010 288, IR 010 290-294, IR 010 297-299, IR 010 306, and IR 010 308. Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conferences; *Developing Nations; *Economic Development; Foreign Countries; *Information Dissemination; Information Networks; International Programs; Librarians; Library Cooperation; *Library Role; Professional Training

Identifiers-*Africa; Scientific and Technical Information; UNESCO

This paper briefly defines the nature of economic development, describes the various conferences and seminars which have been held to discuss library problems pertaining to Africa, discusses the types of programs and activities that African libraries must engage in if they are to contribute effectively to economic development, reviews the role of UNESCO and other international organizations in developing programs for the transfer and dissemination of scientific and technical information within Africa, and examines the specific problems pertaining to the availability of books and adequately-trained library professionals in Africa as these affect the ability of libraries to contribute to economic development. A 15-item reference list accompanies the text. (JL)

ED220162 JC820420

Farland, Ronn; Cruz, Juan

Identifying and Assisting Potential Transfer Students: Policies and Practices.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Sep 82

Note-53p.; Report prepared for a background briefing of the Board of Governors of the California Community Colleges (Fresno, CA, September 16-17, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Articulation (Education); College Planning; *College Transfer Students; Community Colleges; *Educational Counseling; Questionnaires; State Surveys; Student Development; Student Educational Objectives; *Student Personnel Services; *Transfer Policy; *Transfer Programs; Two Year Colleges

Identifiers-*California

Background, methodology, and findings are summarized from a survey of California community colleges, which was designed to ascertain current and proposed policies and practices with respect to identifying and assisting potential transfer students, and maintaining effective articulation or liaison with high schools and baccalaureate-granting institutions. The first sections provide background, discuss survey methodology and findings, and outline questions and policy issues raised by the survey findings. These questions deal with means of identifying potential transfer students; the colleges' responsibility for guiding students' long-range educational choices; the type of information needed to advise students; the college personnel who should be responsible for assisting potential transfer students; the colleges' responsibility in terms of course offerings; and the possible need for greater uniformity among campuses in the courses offered. State activities to resolve these questions are then proposed. The complete survey report is appended. Among the findings presented, which were based on responses from 94 of California's 106 community colleges, are the following: (1) 66% of the colleges had special activities to identify potential transfer students; (2) 39% provided resources for those who sought counseling, 11% mandated counseling on college entry, and 13% had active processes to identify and encourage transfer students; and (3) 69% had articulation agreements

ED220203 PS013016

Smith, Terrence; And Others

Alcohol Use During Pregnancy. [and] Fast Food and the American Diet. [and] Food Additives and Hyperactivity.

American Council on Science and Health, New York, NY.

Pub Date 81

Note-52p.

Available from-American Council on Science and Health, 1995 Broadway, 18th Floor, New York, NY 10023 ($2.00 for each report; discount on order of 10 or more copies).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Drinking; Health Education; *Hyperactivity; *Nutrition; *Pregnancy; Prenatal Influences

Identifiers-Fast Foods; Feingold Diet; *Fetal Alcohol Syndrome; *Food Additives

These three separate pamphlets provide background information, brief discussions of research findings, and guidelines and recommendations concerning selected aspects of diet. The first pamphlet discusses food additives and hyperactivity, focusing on both the Feingold theory and controlled experiments which do not support Feingold's clinical observations and case reports. (The Feingold theory claims that artificial food flavors and colors and antioxidant preservatives cause hyperactivity in genetically predisposed individuals.) The second pamphlet discusses fast food and the American diet as they are related to sound nutritional principles. The third pamphlet, focusing on alcohol use during pregnancy, lists principles and associated features of the fetal alcohol syndrome and presents research findings and recommendations concerning alcohol use during pregnancy. (RH)

ED220354 SO014134

Pontius, Steven K.

Market Aspects of Diffusion: A Spatial Perspective on the Diffusion of Innovations in Thailand.

Pub Date 81

Note-36p.; For a related document, see ED 200 486.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adoption (Ideas); *Agriculture; *Developing Nations; *Diffusion (Communication); Extension Agents; *Farmers; Information Dissemination; Information Sources; *Innovation; Linking Agents; *Marketing; Social Science Research

Identifiers-*Thailand

How market factors affected the diffusion of four agricultural inputs (fertilizer, herbicide, insecticide, and fungicide) among farmers on the Central Plain of Thailand is examined. Market factors investigated were the distribution policies of the propagators and the travel behavior of the potential adopters. Data were gathered through personal interviews with farmers, agents of the Ministry of Agriculture, extension agents, companies, and merchants. The analysis of the spatial diffusion of the four agricultural inputs revealed that the two market factors not only played a major role in shaping their diffusion but the patterns that evolved differed from previous research based on the information flow perspective. Not all prospective adopters had the same opportunity to adopt. For example, information concerning innovations which emanated from the Ministry of Agriculture enabled provinces and counties, which they perceived to be in greater need, to receive the information first. At the local level, the promotional activities of the extension agents excluded private entrepreneurs in the urban centers and were limited to those villages where the agent perceived there to be the greatest potential for success. Many farmers willingly traveled as much as 50 kilometers to acquire information. Inputs, therefore, often diffused to the village level before they were available in the lowest order urban centers. Access of farmers to information through informing was rare. Farmers gained information about inputs primarily through seeking from fellow farmers and sources in urban centers. (RM)

ED220414 SP020480

Long Range Planning Model. Management for Effective Teaching.
Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date [81]
Note-17p.; For related documents, see SP 020 474-491. Charts may not reproduce clearly.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques; County School Districts; Educational Objectives; Elementary Education; Inservice Teacher Education; *Instructional Development; *Lesson Plans; *Long Range Planning; Pilot Projects; Resource Units; School Schedules; Sequential Approach
Identifiers-*Project MET

The Management for Effective Teaching (MET) Long Range Planning Model has been developed to provide practical assistance in planning for classroom management and teaching. The planning procedures were devised to help elementary teachers in the Fairfax County (Virginia) Public Schools implement the school system's Program of Studies. In the model provided in this booklet, the school year is represented graphically as quadrants (for each 9-week period), and objectives for a subject area are selected for each grading period. This planning process has been found to be most effective when used with the third through sixth grades and with subjects such as social studies or science. It has also been found helpful in dealing with strands of certain Program of Studies subject areas such as the literature and dramatic arts in language arts. The MET Long Range Planning Model incorporates integration of two or more subject areas to maximize use of instructional time and enhance learning for students. A list of selected references is included. (JD)

ED220478 TM820481

Jaeger, Richard M.

High School Competency Test Standards and the Definition of Competence.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competence; *Evaluation Methods; Graduation Requirements; *High Schools; Minimum Competencies; *Minimum Competency Testing; *Standards; Student Certification; Test Validity

Identifiers-Angoff Methods; Jaeger Method; Nedelsky Method; *Standard Setting

The implicit definition of competence and the inferential chain that links the standard-setting process to the decision outcomes of the method are considered for two classes of standard-setting procedures: those involving data-free judgments of items and those involving data-based judgment of items. The major underlying assumptions of competence include its existence as a unique construct or trait of adults, that one way to attain competence is through 12 years of formal schooling and graduation, that competence is possessed in greater and lesser degrees, and that it is measurable. The construct definition as a standard for measurement of competence and the validation of standard-setting procedures are discussed in relation to the standard-setting methods of Angoff, Nedelsky and Jaeger. The lack of validation of standard-setting procedures and lack of evidence of construct validity in tests of competence standards are described as factors inhibiting the selection of a method based on superior validity or procedures. (CM)

ED220523 TM820543

McLean, Les

Contemporary Approaches to Unit of Analysis and Site Variability Issues from the Follow Through Evaluation.

Pub Date Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association, (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Classroom Environment; *Data Analysis; Elementary Secondary Education; Multiple Regression Analysis; *Predictor Variables; Sampling; *Site Analysis; *Validity
Identifiers-Evaluation Problems; *Project Follow Through; Unit of Analysis Problems

The issues and some proposed solutions regarding Follow Through (FT) site variability are examined with a review of developments in FT evaluation. The role of adjusted site means with differences within sponsors and between sponsors and background characteristics is discussed to determine whether adjusted means are the preferred measures of model effectiveness. In a Big City Group, attrition bias in data for non-FT and FT site analysis is considered. Improvements in measurement are shown in the sampling of content and behavior, including the use of computer systems with broad content samples. These procedures can eliminate reliance on multiple choice questions and the use of classroom process data with student reports on opportunity to learn (OTL) data expanding the dimensions of variability. A comtemporary model which crosses class type with school sites illustrates the multilevel regression analysis. Student scores are the dependent variable; and class type, sex, OTL class mean and individual math ability are the independent variables. The significant role of OTL to the stepwise fitting of the model is shown. (CM)

ED220182 PS012967

Jasik, Lynn Sperber

On-the-Spot Workshop Seminar on Early Childhood Education in the Philippines: Report (Manila, Philippines, January 6-14, 1981).

Mount Carmel International Training Centre for Community Development, Haifa (Israel).

Pub Date Jan 81

Note-18p.; Light print, may not reproduce well.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Descriptions; Foreign Countries; *Inservice Teacher Education; Preschool Education; Program Descriptions; *Workshops

Identifiers-*Philippines

The College of Education of the University of Santo Tomas and the Kapit-Bahay Community Center, Incorporated, approached the Israeli Embassy in Manila, Philippines, with a request for expertise in the area of early childhood. As a result of this request, the Mount Carmel International Training Centre, located in Haifa, Israel, submitted a proposal for a 2-week comprehensive pre-elementary personnel training course, which subsequently served as the basis for a 10-day on-the-spot seminar workshop that took place in January, 1981. This document includes a description of course development, participants, staff, background and rationale, objectives, and process, as well as a day-by-day description of activities. A brief discussion of course effectiveness is also included. (MP)

ED220224 RC013519

Greenfield, Wilma L.

Natural Helpers: A Study of Primary Caregivers among Migrant Women.

Pub Date Jul 81

Note-16p.; Paper presented at the National Institute on Social Work in Rural Areas (Beaufort County, SC, July, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Delivery Systems; *Economically Disadvantaged; *Females; Human Resources; *Human Services; Interaction; *Lay People; Leadership Qualities; *Migrant Workers; Minority Groups; Needs; Professional Personnel; *Social Support Groups; Social Workers

Identifiers-Caregivers; *Natural Helpers

Natural helpers exist even among the most oppressed populations in this country, particularly migrant women, and recognition of their helping networks can give professional caregivers access to a resource that is often more adaptive, more efficient, and more humane than many static, impersonal, and obsolete human service bureaucracies. Migrant problems and issues are intensified by new waves of immigrants who seek to join the migrant stream and thus aggravate an already over-taxed human service system. When migrants seek help, the first help is sought from among the extended family, then from crew boss or church, before turning to friends. Natural helpers continue to relate to the vulnerability of those in need beyond the solution of their own problem. They may seek funds from other migrants, provide services (such as midwifery), or act as intermediaries to formal service providers. Some natural helpers volunteer to work in service centers or become employed in situations which capitalize on their natural skills. Natural helpers can be utilized to provide both preventative and support functions. The opportunities for tapping into natural helping networks are boundless; it merely requires a recognition of their existence and a willingness to

ED220283 SE038808

Howe, Ann C.

Classroom Process Variables in Urban Integrated Junior High School Individualized Science Programs. Final Report.

Syracuse Univ., N.Y.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Aug 82

Grant-SED-80-14209

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Classroom Observation Techniques; Individualized Instruction; Junior High Schools; Junior High School Students; Learning; Mathematics Achievement; Predictor Variables; *Racial Differences; Reading Skills; Science Education; Science Instruction; *Secondary School Science; *Sex Differences; *Student Behavior; *Student Participation; Urban Education

Identifiers-Science Education Research

Individual pupils were observed in junior high school science classes to characterize and record their classroom behaviors. The sample (N=80), drawn from five urban schools, was evenly divided by race (black and white). Instruction in class was based on laboratory work or other activities requiring active pupil participation. Systematic observations made by trained observers over a 3-month period yielded frequencies of 14 behaviors that were combined to form 3 broad behavior categories: (1) active learning; (2) passive learning; and (3) non-attending. No systematic race or sex differences were found in behavior. Entering math and reading scores were the best predictors of final grade but active learning behavior was also a significant contributor to final grade. Pupils tended to interact most frequently with members of the same race. The most significant finding is that, for the junior high school pupils

ED220334 SE039096

Agro, Sally; And Others

Simplifying Data. USMES Intermediate "How To" Set.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-ISBN-0-89292-030-0
Pub Date 77
Grant-SED-69-01071
Note-94p.; For related documents see SE 039 060-098, ED 142 362, and ED 183 367.
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Data Analysis; *Elementary School Mathematics; *Elementary School Science; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Science Course Improvement Projects; Science Education; Social Studies; *Statistics; *Unified Studies Curriculum
Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

In this set of six booklets on simplifying data, intermediate grade students learn how to tell what data show, find the median/mean/mode from sets of data, find different kinds of ranges, and use key numbers to compare two sets of data. The major emphasis in all Unified Sciences and Mathematics for Elementary Schools (USMES) units is on open-ended, long-range investigations of real problems. In most instances students learn through observing results of their own and their classmates' experiments. However, students may recognize the need for certain facts and/or skills during their investigations. Although some children prefer to work things out for themselves, others may ask for help. USMES "How To Sets" are designed to provide such assistance. Each booklet in a set

ED220437 SP020813

Green, Tina Sloan; And Others

Black Women in Sport.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.

Pub Date 81

Note-81p.

Available from-American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 (Stock Number 243-26908; $8.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biographies; Black History; *Blacks; Change Strategies; Cross Cultural Studies; Ethnicity; Futures (of Society); *Racial Discrimination; *Sex Discrimination; Sex Fairness; *Womens Athletics

Identifiers-Nigeria

An overview of the achievements of black women in sports is presented in this collection of essays, biographical sketches, and philosophical investigations. The work is divided into five chapters, the first of which focuses on prejudice (racial and sexual), absence of black women as subjects in the research base, work/home/family pressures, black sports competency as "natural," and other myths and realities of the involvement of women in black sports. Chapter 2 presents biographical sketches of 17 outstanding black sportswomen, detailing athletic achievements, honors and awards, career and educational experiences, affiliations, and personal statements. Chapter 3 presents solutions to

ED220501 TM820514

How to Study Independently: A Guide for Students Preparing to Take College Proficiency and Regents External Degree Examinations.

New York State Education Dept., Albany. Regents External Degree Program.

Pub Date May 82

Note-28p.; For related documents, see TM 820 506, ED 216 018, ED 159 994 and ED 132 930.

Available from-Study Guides, College Proficiency and Regents External Degree Examinations, Cultural Education Center, Room 5D45, Albany, NY 12230.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Certification; Competency Based Education; Degree Requirements; *Equivalency Tests; *External Degree Programs; Higher Education; *Independent Study; *Prior Learning; Study Guides; Study Habits; Study Skills

Identifiers-New York State College Proficiency Examinations; *Regents External Degree

A study guide to assist a candidate preparing to take the New York State College Proficiency and Regents External Degree Examinations is presented. This booklet offers suggestions on how to successfully complete an independent study project learning to do tasks normally performed by a teacher. The guide includes: preparing for independent study, study methods, recognizing and correcting study problems, resources and further assistance, reviewing and self-testing, and the examination procedure. College Proficiency Examinations offer people a chance to earn college credit without attending college classes, and can lead to New York State teacher certification and New York City teacher

ED220563 UD022509

Early Childhood Education Program--Grades Pre-K-K, FY '81. Elementary and Secondary Education Act, Title I. Evaluation Report, 1980-81.

Baltimore City Public Schools, Md.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.

Pub Date Jun 82

Note-88p.; Cover Title: Prekindergarten Kindergarten. A publication of the Office of Testing and Evaluation. For related documents see ED 147 026 and UD 022 508.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Achievement Gains; *Compensatory Education; *Educationally Disadvantaged; Eligibility; Evaluation Criteria; Federal Programs; Health Services; Language Arts; Mathematics; Parent Participation; *Preschool Education; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; Reading Skills; Young Children

Identifiers-Baltimore City Public Schools MD; Elementary Secondary Education Act Title I

Evaluation results of 1980-81 compensatory education programs for pre-kindergarten and kindergarten children in 73 Baltimore, Maryland public and private schools are presented in this report. The program provided early learning experiences in reading, mathematics, and language for educationally disadvantaged 3-, 4-, and 5-year olds to enhance their future achievement in the basic skills. Public school pre-kindergarten participants met their targeted objectives by showing gains in reading, language, and mathematics as indicated by their performance on the Boehm Test of Basic Concepts. Public school kindergarten pupils also met their objectives. Private school kindergarten pupils met the targeted gains in language and mathematics. Matched pretest and posttest scores were not available for private school pre-kindergarten participants. The program also provided health services for eligible children. The report includes detailed tables on program objectives, achievement test results, number and types of program participants, degree of parent participation, number and types of staff involved, and the extent and kinds of health services provided. (Author/MJL)

ED220104 IR010324

Beaudiquez, Marcelle

Bibliographical Services Throughout the World in 1980 = Les Services Bibliographiques Dans Le Monde En 1980.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 82

Note-116p.; Produced under the General Information Programme.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bibliographies; Depository Libraries; Indexes; *Information Services; Interlibrary Loans; International Programs; Library Associations; *Library Services; *National Libraries; *National Programs; Questionnaires; Surveys

Identifiers-National Bibliographies

Intended to update the data given in the handbook entitled Bibliographical Services Throughout the World, 1975-1979 (compiled under the auspices of UNESCO), this supplement contains information on the development of bibliographical services throughout the world subsequent to the compilation of the handbook. The survey questionnaire used by UNESCO to gather the supplementary information is included. The 57 countries listed in the supplement are arranged alphabetically by country name. The entries include information on national bibliographic agencies, legal depository practices, national bibliographies, special materials listed in national bibliographies, current serialized

ED220244 RC013555

Ingram, E. J.; McIntosh, R. G.
Education North Evaluation Project. The Second Annual Report.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date Sep 81
Note-179p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*American Indian Education; *Canada Natives; Community Education; *Community Organizations; Decision Making; Educational Improvement; Elementary Secondary Education; Foreign Countries; Local Issues; Multicultural Education; Parent Attitudes; Parent Participation; Program Evaluation; Program Implementation; Questionnaires; *Relevance (Education); Rural Areas; *School Community Relationship; Teacher Attitudes; Tribal Sovereignty
Identifiers-Alberta; *Community Based Education; *Education North Project; Metis (People); Tribally Controlled Schools

The report and evaluation of Education North (a project designed to

ED220263 SE037056

Chee, P. S., Ed.

Proceedings of the Southeast Asian Conference on Mathematical Education (2nd, Kuala Lumpur, April 21-24, 1981).

Malaya Univ., Kuala Lumpur (Malaysia).
Pub Date 24 Apr 81
Note-153p.; Also sponsored by the Southeast Asian Mathematical Society and the Malaysian Mathematical Society.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conferences; Curriculum Design; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Program Descriptions; Teaching Methods
Identifiers-*Asia (Southeast); *Southeast Asian Conference on Math Education

This document details the proceedings of the Mathematical Education Conference held at the University of Malaya, Kuala Lumpur. The material is divided into the following major sections: Opening Speeches; Invited Lectures; Workshop Papers on "What mathematics should we teach at secondary and post secondary schools?"; short communications and abstracts of papers presented to the other two workshops; and reports on SEACOME II and ICME IV. The text concludes with appendices listing the program and a list of participants, and provides an author index. It is

ED220318 SE039080

Sampson, Sue Scott; Agro, Sally

School Supplies - USMES Teacher Resource Book. Second Edition. Trial Edition.

Education Development Center, Inc., Newton, Mass.; Unified Science and Mathematics for Elementary Schools, Newton, Mass.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-ISBN-0-89292-020-3

Pub Date 77

Grant-SED-69-01071

Note-270p.; For related documents see SE 039 060-098 and ED 142 362.

Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.25).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education; *Elementary School Mathematics; *Elementary School Science; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; *Problem Solving; Process Education; Resource Materials; Science Course Improvement Projects; Science Education; Social Studies; *Supplies; Teaching Guides; Teaching Methods; *Unified Studies Curriculum

Identifiers-National Science Foundation; *Unified Science Mathematics for Elementary Schools

ED220375 SO014228

Communities Today. Social Studies Interim Grade Guide for Grade Three.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No-ISBN-0-86497-034-X
Pub Date 81
Note-29p.; For related documents, see SO 014 224-232.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Action; *Community Characteristics; Community Cooperation; Community Influence; Community Relations; Community Role; *Community Study; Comparative Education; Grade 3; Locational Skills (Social Studies); Maps; Needs; Physical Environment; Primary Education; *Social Studies; Units of Study

The social studies curriculum for grade 3 in Manitoba, Canada, is presented. The focus of this guide is communities today. Main objectives are to explore: (1) needs, wants, advantages, and disadvantages of people living in communities; (2) ways in which communities depend upon, interact with, and change their environment; and (3) the extent to which people in all geographic locations and in all cultures share common

ED220395 SO014255

Saad, Geti, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan, Volume 15, No. 2, April-June, 1981.

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No-TT-81-53414/2

Pub Date 81

Note-49p.; Not available in paper copy due to poor reproducibility of original document. For a related document, see ED 215 946.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education; *Comparative Education; Educational Administration; Educational History; Educational Philosophy; Educational Planning; *Educational Practices; Elementary Secondary Education; *Foreign Countries; Health Education; Higher Education; Libraries; Literacy Education; Medical Education; Professional Education; Psychology; Second Language Instruction; Teaching Methods;

ED220081 IR010294

Kaungamno, E. E.

The Public Library in a Changing Society Viewed in the Light of the UNESCO Manifest. The African Experience. Occasional Paper No. 13.

Tanzania Library Service, Dar es Salaam.

Pub Date Aug 79

Note-14p.; Paper presented at the International Federation of Library Associations Seminar on Public Library Policy (Lund, Sweden, August 20-24, 1979). For related documents, see IR 010 288, IR 010 290-293, IR 010 297-299, IR 010 306, and IR 010 308.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conferences; *Developing Nations; Economic Development; Foreign Countries; International Programs; *Library Role; *Library Services; National Programs; *Public Libraries; Rural Development;

ED220204 PS013017

Fishel, Leo; And Others

Appalachian Regional Commission Employer Supported Child Care Study. Final Report.

University Research Corp., Bethesda, Md.

Spons Agency-Appalachian Regional Commission, Washington, D.C.

Pub Date May 82

Note-223p.; For related document, see PS 013 018.

Available from-Appalachian Regional Commission, 1666 Connecticut Avenue, N.W., Washington, D.C. 20035 (Free of charge).

EDRS Price - MF01/PC09 Plus Postage.

ED220458 SP020870

King, Ruth; Bireley, Marlene

Undergraduate Selection/Retention in Wright State University's College of Education and Human Services.

Pub Date [82]

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Admission Criteria; Education Majors; Grade Point Average; Higher Education; *Mentors; Minimum Competency Testing; Preservice Teacher Education; *School Holding Power; Schools of Education; *Student Recruitment; *Teacher Education Programs

Diamond, Esther E.

Current Problems and Research Needs in Interest Measurement.

Pub Date Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Counseling; Employed Women; *Employment Opportunities; *Interest Inventories; *Research Needs; Research Problems; Self Evaluation (Individuals); *Sex Fairness; Test Bias; *Vocational Interests

Societal changes have caused new directions for research on interest measurement. Specifically, the woman's movement of the early 1970s with

ED220524 TM820545

Hedl, John J., Jr.

The Effectiveness of Time Management Directions and Assistance on Anagram Test Performance and State Anxiety.

Pub Date Feb 82

Note-25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance; *Anxiety; Higher Education; Performance Factors; *Test Anxiety; Test Coaching; *Test Wiseness

Identifiers-*State Anxiety; Test Anxiety Inventory (Spielberger); *Time

ED220415 SP020481

First Day, First Week Planning Model. Management for Effective Teaching.
Fairfax County Public Schools, VA. Dept. of Instructional Services.
Spons Agency-Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
Pub Date [81]
Note-12p.; For related documents, see SP 020 474-491. Charts may not reproduce clearly.
EDRS Price - MF01/PC01 Plus Postage.

Ability Grouping

A Curriculum Resource for Junior High Coeducational Physical Education.
ED 220 454

Homogeneity and Heterogeneity in Education. Interaction between Personal Resources and the Learning Environment in the Effect on Scholastic Achievement.
ED 220 543

Peer Influence on Student Attentiveness during Classroom Lessons.
ED 219 671

The Relationship Between Ability Grouping and Academic Achievement.
ED 220 180

Ability Identification

The Development and Application of Measures of Occupational Learning Difficulty.
ED 219 625

Early Identification System: Summary of Research Findings, 1979 to 1982. Research Report 82-08.
ED 220 192

Early Identification System: Three-Year Followup of the Grade 1 Class of 1978-79. Research Report 82-04.
ED 220 193

Length Versus Distance: Bridging Gaps in Preschoolers' Knowledge.
ED 220 214

Abstracts

Resources in Education (RIE). Volume 18, Number 1.
ED 219 496

Academic Ability

Conceptions of Ability.
ED 220 533

Academic Achievement

An Analysis of the Achievement of Black and White Students in Various School Settings, 1980-1981.
ED 220 556

Bibliography. I: Self-Concept: Its Effect upon School Achievement. II: Discipline in Schools. III: Motivating the Student. IV: Teaching Basic Skills. Management for Effective Teaching.
ED 220 423

Classroom Process Variables in Urban Integrated Junior High School Individualized Science Programs. Final Report.
ED 220 283

Early Childhood Education Program Grades 1-6, FY '81. Elementary and Secondary Education Act, Title I. Evaluation Report, 1980-81.
ED 220 564

Early Childhood Education Program Grades 5-9, FY '81. Elementary and Secondary Education Act, Title I. Evaluation Report, 1980-81.
ED 220 565

The Relationship between College Grades and Adult Achievement Reconsidered. AIR Forum 1982 Paper.
ED 220 041

The Relationship of Documented Library Use to Academic Achievement, Program of Study, and Progress toward a Degree. AIR Forum 1982 Paper.
ED 220 045

The Role and Scope of Institutional Research in State University Planning and Budgeting. AIR Forum 1982 Paper.
ED 220 031

The Selection of Hospitals Comparable'' to a University-Owned Teaching Hospital: An Empirical Approach. AIR Forum 1982 Paper.
ED 220 032

Seven Maxims for Institutional Researchers: Applying Cognitive Theory and Research. AIR Forum 1982 Paper.
ED 220 057

Simulators, Myth, and Ritual in Higher Education. AIR Forum 1982 Paper.
ED 220 048

Structuring the Perceived Outcomes of Higher Education. AIR Forum 1982 Paper.
ED 220 024

Student Persistence Patterns: A Computerized System for Monitoring Enrollment. AIR Forum 1982 Paper.
ED 220 043

Supporting Quality through Setting and Reallocation. AIR Forum 1982 Paper.
ED 220 053

The Use of an Expectancy-Value Model in Studying a University's Image. AIR Forum 1982 Paper.
ED 220 059

What Role (If Any) Should the Federal Government Play in Providing Support to Institutions Whose Stress Problems Threaten Their Survival? AIR Forum 1982 Paper.
ED 220 022

Alabama

Alabama Career Education State Plan, 1978-1983. Bulletin 1980, No. 34.
ED 219 557

Career Education Implementation Mode for Administrators. Bulletin 1980, No. 37.
ED 219 560

Career Education Implementation Mode for Classroom Teachers. Bulletin 1980, No. 35.
ED 219 558

Career Education Implementation Mode for Counselors. Bulletin 1980, No. 36.
ED 219 559

Career Education Implementation Mode for Postsecondary Institutions. Bulletin 1980, No. 38.

The Real-Life-Referent as a Standard for News Perspective Bias.
ED 219 760

Bibliometrics

A Bibliometric Evaluation of Core Journals in Communication Research.
ED 219 808

Biculturalism

To Help My People: The Evolution of a Paraprofessional.
ED 220 218

Bicycles

Bicycle Transportation - USMES Teacher Resource Book. Second Edition. Trial Edition.
ED 220 300

Bilingual Education

Considerations for Developing Language Assessment Procedures.
ED 219 945//

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